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IDENTIFIERS *Educational Information; *ERIC

ABSTRACT

This annotated bibliography provides citations, abstracts, and indexes for the 355 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1990. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1986-1990) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MAB)

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ERIC Clearinghouse Publications

1990

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses January-December 1990

July 1991

Carolyn R. Weller
Ted Brandhorst

Editors

ERIC Processing and Reference Facility
Rockville, Maryland

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Table of Contents

Page

INTRODUCTION i

The ERIC System i
Clearinghouse Publications i
Bibliographies of ERIC Clearinghouse Publications ii
Organization of This Bibliography ii
Availability of ERIC Clearinghouse Publications ii

ERIC Clearinghouse Publications
Statistical Summary — By Clearinghouse by Year (1968-1990) iii

ERIC SAMPLE RESUME iv

DOCUMENT RESUMES (ARRANGED BY PRODUCING CLEARINGHOUSE) 1

CE — Adult, Career, and Vocational Education 1
CG — Counseling and Personnel Services 5
CS — Reading and Communication Skills 8
EA — Educational Management 12
EC — Handicapped and Gifted Children 19
FL — Languages and Linguistics 26
HE — Higher Education 31
IR — Information Resources 35
JC — Junior Colleges 39
PS — Elementary and Early Childhood Education 41
RC — Rural Education and Small Schools 43
SE — Science, Mathematics, and Environmental Education 47
SO — Social Studies/Social Science Education 50
SP — Teacher Education 52
TM — Tests, Measurement, and Evaluation 54
UD — Urban Education 57

INDEXES
Subject Index 63
Author Index 91
Institution Index 99

ERIC Clearinghouses (and other Network Components) 111
ERIC Document Reproduction Service (EDRS) — Order Form 113

Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored and supported by the U.S. Department of Education. ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC is a network that consists of a coordinating staff in Washington, D.C. and a number of Clearinghouses (located at universities or with professional organizations) across the country. (For a complete list of ERIC components, see the back of this publication.)

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals—*Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE)—provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,100 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,400 journal articles. CIJE is available on subscription from Oryx Press.

Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the nineteenth bibliography in the series. All items in the series to date are listed below.

ACCESSION NUMBER OF BIBLIOGRAPHIES	PAGES	PERIOD COVERED	NUMBER OF ITEMS
ED-029 161	24 p.	FY 1968	149
ED-034 089	34 p.	FY 1969	240
ED-041 598	47 p.	FY 1970	366
ED-054 827	54 p.	FY 1971	416
ED-077 512	55 p.	FY 1972	415
ED-087 411	74 p.	FY 1973	396
ED-126 856	144 p.	FY 1974-1975	534
ED-168 608	168 p.	FY1976-1977-1978 (thru Dec 1977)	600
ED-180 499	74 p.	Jan-Dec 1978	211
ED-191 502	58 p.	Jan-Dec 1979	159
ED-208 882	64 p.	Jan-Dec 1980	176
ED-224 505	72 p.	Jan-Dec 1981	173
ED-237 098	61 p.	Jan-Dec 1982	181
ED-246 919	52 p.	Jan-Dec 1983	117
ED-261 711	61 p.	Jan-Dec 1984	142
ED-271 125	62 p.	Jan-Dec 1985	176
ED-283 535	89 p.	Jan-Dec 1986	229
ED-295 685	86 p.	Jan-Dec 1987	239
ED-308 881	90 p.	Jan-Dec 1988	284
ED-321 774	82 p.	Jan-Dec 1989	256
ED-	p.	Jan-Dec 1990	355
		TOTAL (1968-1990)	5814

This bibliography covers the calendar year period from January through December 1990. It lists a total of 355 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education (RIE)*.

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g. ED 123 456 (TM).

Availability of ERIC Clearinghouse Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials see the back of this publication.

ERIC CLEARINGHOUSE PUBLICATIONS*

STATISTICAL SUMMARY—BY CLEARINGHOUSE BY YEAR (1968-1990)

IDENTIFYING PREFIX	CLEARINGHOUSE NAME	FY 1968	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973	FY 1974-1975	FY 1976 THRU DEC 1977	JAN-DEC 1978	JAN-DEC 1979	JAN-DEC 1980	JAN-DEC 1981	JAN-DEC 1982	JAN-DEC 1983	JAN-DEC 1984	JAN-DEC 1985	JAN-DEC 1986	JAN-DEC 1987	JAN-DEC 1988	JAN-DEC 1989	JAN-DEC 1990	TOTAL
AC	Adult Education	24	16	20	28	20	16																124
AL	Linguistics	2	7	11	11																		31
CE	Adult, Career, & Vocational Education							6	36	9	12	11	9	8	7	6	14	12	20	21	28	22	221
CG	Counseling and Personnel Services	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	7	21	11	20	15	17	279
CS	Reading and Communication Skills						60	38	46	13	8	8	5	9	5	15	20	16	15	31	52	30	371
EA	Educational Management	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	20	7	18	23	14	40	500
EC	Handicapped and Gifted Children	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	7	35	6	25	9	49	559
EF	Educational Facilities	1	19	16																			36
EM	Educational Media and Technology	7	8	11	8	14	16																64
FL	Languages and Linguistics	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	3	3	21	16	9	28	306
HE	Higher Education		1	8	18	18	17	35	45	16	17	16	7	17	16	16	10	11	31	6	23	23	351
IR	Information Resources							30	47	8	12	6	4	14	5	9	20	11	14	11	23	19	233
JC	Junior Colleges	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	5	19	8	23	10	12	406
LI	Library and Information Sciences		2	7	9	14	8																40
PS	Elementary and Early Childhood Education	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	7	14	7	13	12	11	311
RC	Rural Education and Small Schools	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	6	23	9	36	11	20	298
RE	Reading	16	19	15	9	5																	64
SE	Science, Mathematics, and Environmental Education	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	20	14	18	10	7	21	428
SO	Social Studies/Social Science Education				6	10	6	17	24	6	8	6	9	6	18	10	15	15	15	19	17	10	217
SP	Teacher Education		7	28	19	19	19	31	31	9	7	7	14	6	5	2	10	14	13	6	2	15	264
TE	Teaching of English	3	7	32	24	26																	92
TM	Tests, Measurement, and Evaluation				1	12	11	19	33	6	5	7	9	4	4		1	7	5	12	6	18	161
UD	Urban Education	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	11	7	28	12	18	20	300
VT	Vocational and Technical Education	11	18	30	39	42	18																158
	TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	142	176	229**	239	284	256	355	5814

* i.e. Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc.

** Digests (2 page publications) routinely included in RIE for first time in 1986.

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Sample Document Resume

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche, "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456

Smith, John D. *Johnson, Jane*

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 89

Contract — NIE-C-83-0001

Note — 12p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1989).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language—English, French

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance, *Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the Thesaurus of ERIC Descriptors that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers—additional identifying terms not found in the Thesaurus. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

		Page
CE	– Adult, Career, and Vocational Education	1
CG	– Counseling and Personnel Services	5
CS	– Reading and Communication Skills	8
EA	– Educational Management	12
EC	– Handicapped and Gifted Children	19
FL	– Languages and Linguistics	26
HE	– Higher Education	31
IR	– Information Resources	35
JC	– Junior Colleges	39
PS	– Elementary and Early Childhood Education	41
RC	– Rural Education and Small Schools	43
SE	– Science, Mathematics, and Environmental Education	47
SO	– Social Studies/Social Science Education	50
SP	– Teacher Education	52
TM	– Tests, Measurement, and Evaluation	54
UD	– Urban Education	57

CE

ED 312 411 CE 053 485

Imel, Susan

Entrepreneurship Education. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—RI88062005

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Administration, *Educational Needs, Educational Resources, Educational Trends, Education Work Relationship, *Entrepreneurship, Futures (of Society), Job Training, Postsecondary Education, *Professional Associations, Secondary Education, *Small Businesses, *Vocational Education

During the 1980s, most of the new job growth has occurred in small businesses. Not only is the small business enterprise growing, but also its nature is changing. For example, there is an increase in the number of small businesses in the service industry, and a greater number of women than men are starting businesses. Training youth and adults for employment in existing businesses has been a traditional role for vocational education, but there has been little consideration of this training as a basis for self-employment. Given recent trends, entrepreneurship education should be incorporated into the vocational and technical curriculum. Vocational education can help prepare youth for roles as entrepreneurs as well as for employment in small businesses. (This report lists sources of information about the role of vocational education in entrepreneurship development. In addition to 31 print resources, it lists 10 organizations that support entrepreneurship.) (KC)

ED 312 412 CE 053 486

Imel, Susan

The New Work Force. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—RI88062005

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Disadvantaged, Educational Needs, Educational Trends, Education Work Relationship, Employed Women, *Employment Patterns, Employment Problems, *Futures (of Society), Job Skills, *Job Training, *Labor Force, Minority Groups, Postsecondary Education, Professional Associations, Secondary Education, *Vocational Education

During the last years of this century, the work force will grow more slowly, becoming older, more female, and more disadvantaged. An increasing number of minority groups and immigrants will enter the work force. Despite public demands for reform, education lags behind in preparing youth for employment. The changing work force has many implications for providers of education and training programs that prepare individuals for the workplace. Such programs must accommodate a greater diversity of learners, including women, Hispanics, Blacks, limited-English-proficient persons, and older adults. In developing effective programs for these populations, providers must address a number of specific issues in such areas as access, program quality, support services, interagency coordination, family influence, and employers. In addition, each population has specific characteristics and needs that must be considered. Changes in the composition of the work force are exacerbated by changes in the skill requirements of jobs. However, understanding and addressing the needs of the work force of the future is a critical task for providers of employment-related education and training programs. (This report lists 17 print resources and 9 organizations that can be consulted for further information on the new work force.) (KC)

ED 312 454 CE 053 548

Imel, Susan

Employers' Expectations of Vocational Education. ERIC Digest No. 90.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-89-90

Pub Date—89

Contract—RI88062005

Note—4p.; For an earlier version of this document, see ED 252 963.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Communication Skills, Computer Literacy, Decision Making Skills, Educational Assessment, Educational Benefits, Educational Improvement, *Education Work Relationship, *Employer Attitudes, *Employment Potential, Employment Qualifications, *Job Skills, *Outcomes of Education, Postsecondary Education, Problem Solving, Program Evaluation, *School Business Relationship, Secondary Education, Vocational Education

Identifiers—ERIC Digests

Employers expect their employees to have basic skills in reading, writing, and math; speaking and listening skills; problem-solving ability; employability skills; reasoning skills; leadership skills; computer literacy; interpersonal skills; ability-to-learn/learning-how-to-learn skills; and collaborative/teamwork skills. How well do employers think vocational education is preparing its graduates? Results of studies conducted since 1985 demonstrate that employers continue to view vocational graduates favorably. The following recommendations for improving vocational education were offered by three recent studies: (1) more communication and closer collaboration between business/industry and education; (2) more and better publicity concerning vocational education so that its image can be improved; (3) integration of reading, writing, and math instruction into vocational instruction; (4) identification of and instruction in a common core of employability skills that are transferable across occupations, including problem-solving and decision-making skills necessary for getting and keeping a job; (5) more opportunities for supervised work experience; and (6) emphasis on applied basic skills and employability skills in secondary programs and technical skills in postsecondary programs. (Ten references are included.) (CML)

ED 312 455 CE 053 549

Kerka, Sandra

Cooperative Education: Characteristics and Effectiveness. ERIC Digest No. 91.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-89-91

Pub Date—89

Contract—RI88062005

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Education, Cooperative Programs, Educational Benefits, Educational Cooperation, *Education Work Relationship, Experiential Learning, Field Experience Programs, *Instructor Coordinators, Outcomes of Education, Postsecondary Education, *Program Effectiveness, Relevance (Education), *School Business Relationship, Secondary Education, Vocational Education, *Work Experience Programs

Cooperative education can enhance classroom in-

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struction by providing practical work experience that is relevant to students' career goals. Among co-op's benefits to students are increased relevance of learning and motivation for study; improved self-reliance, self-confidence, and responsibility; contacts with potential employers; and higher starting salary after graduation. Among the benefits to participating institutions are improved relationships with business and the community; enhanced student retention and graduate placement; workplace-tested curriculum; and less need to maintain expensive state-of-the-art facilities. Among the benefits to employers are effective screening and recruitment; higher employee retention and productivity; and improved public relations. Co-op education appears to work best in metropolitan settings, in community colleges, and for students who major in engineering, business, and health occupations. However, fewer than 2 percent of all full-time postsecondary students and no more than 10 percent of all secondary vocational education students are involved in co-op programs. Some research on the effects of co-op education has been criticized for methodological weaknesses. Among the suggestions for increasing co-op's impact are to recruit larger numbers of the students most likely to benefit from it and to promote co-op as a viable alternative to heavy borrowing for college expenses. (Eleven references are included.) (CML)

ED 312 456 CE 053 550

Kerka, Sandra

Women, Work, and Literacy. ERIC Digest No. 92.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-89-92

Pub Date—89

Contract—RI188062005

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Literacy, Basic Skills, Educational Benefits, *Education Work Relationship, Employment Potential, Employment Qualifications, *Females, Functional Literacy, *Job Training, Labor Force Development, *Literacy Education, *One Parent Family, Social Services

Identifiers—*Workplace Literacy

The numbers of women with low literacy levels, the increased labor force participation of women, and increasing literacy requirements on the job make the case for the inclusion of a literacy component in employment programs for women. Such programs should strive to be comprehensive, learner-centered, flexible, standards-based, and linked to activities that advocate public policy issues that shape literacy services. Wider Opportunities for Women, an organization that seeks to expand employment opportunities for women, developed a program model based on case studies of five literacy programs that focus on the needs of low-income single mothers. The model, which can be used with other women, attacks the many internal barriers (such as low self-esteem, self-doubt about ability to learn, and guilt about taking time from their families for self-improvement) and external barriers (such as housing problems, financial and health difficulties, and the need for child care and transportation) faced by women in need of both literacy and job training. The five steps to the model (assessing, shaping the program, getting started, delivering services, measuring impact, and advocating public policy changes) are influenced by research showing that the comprehensive needs of the woman and her family must be addressed in order to have success in both literacy and employment readiness--because the women usually cannot focus on literacy as an isolated goal. (The document includes five references.) (CML)

ED 312 457 CE 053 551

Lowry, Cheryl Meredith

Supporting and Facilitating Self-Directed Learning. ERIC Digest No. 93.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-89-93

Pub Date—89

Contract—RI188062005

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Educators, Autoinstructional Aids, Independent Reading, *Independent Study, *Lifelong Learning, Locus of Control, *Open Education, *Personal Autonomy, Student Projects, Study Guides, *Teacher Role

Self-directed learning has been a high-interest topic within the field of adult education for the last decade. The following are among suggestions writers have made about how adult educators can best facilitate self-directed learning: (1) encourage learners to appreciate that they can act on their world individually or collectively to transform it; (2) negotiate a learning contract for goals, strategies, and evaluation criteria with learners; (3) be a manager of the learning experience rather than an information provider; (4) provide examples of previously acceptable work; (5) teach inquiry skills, decision making, personal development, and self-evaluation of work; (6) help learners locate resources; (7) help learners develop feelings of independence relative to learning; (8) use techniques such as field experience and problem solving that take advantage of adults' rich experience base; (9) develop high-quality learning guides; (10) encourage critical thinking skills by incorporating such activities as seminars; and (11) create an atmosphere of openness and trust to promote better performance. The following are among suggestions for institutions and employers: (1) meet regularly with panels of experts who can suggest curricula and evaluation criteria; (2) obtain the necessary tools to assess learners' current performance and to evaluate their expected performance; (3) recognize and reward learners when they have met their learning objectives; and (4) promote learning networks. (The document includes 13 references.) (CML)

ED 315 663 CE 054 810

Fellenz, Robert A. Conti, Gary J.

Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—RI188062005

Note—44p.

Available from—Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN336: $5.25).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Adult Learning, *Adult Students, Cognitive Processes, *Cognitive Psychology, Cognitive Style, Critical Thinking, Cultural Context, Educational Research, Educational Trends, *Learning Strategies, Memory, Metacognition, Participatory Research, Social Action, *Social Environment

The focus of the adult education field is shifting to adult learning. Current trends are the continued development of the concepts of andragogy and self-directed learning, increased emphasis on learning how to learn, and real-life learning. Cognitive psychology is influencing work in adult learning. The concept of intelligence as it relates to adults is moving away from the notion of IQ toward a recognition that intelligence has multiple aspects. Application of the concept of learning style has been hindered by confusion over terminology and lack of appropriate measurement instruments for adults. The teaching of learning strategies to adults tends to emphasize metacognition, memory, and motivation. Critical thinking is becoming more important in an environment complicated by an information explosion and rapid social and technological change. The influence of the social environment and culture upon learning is also being examined. The goal of learning in the social environment is action, often intended to cause social change. One method increasingly being used is participatory research, the ultimate goal of which is empowerment. Current trends in adult learning research point to a new image of the adult learner as an empowered learner-one who understands the learning process and the social environment and who can respond to the challenges of improving that setting. Adult educators must take a more active stance to meet learner needs for individual development and social reconstruction. The shift of research focus to the adult learner holds potential for mending the fragmented nature of the field of adult education. (145 references.) (SK)

ED 315 664 CE 054 811

Ross-Gordon, Jovita M.

Adults with Learning Disabilities: An Overview for the Adult Educator. Information Series No. 337.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—RI188062005

Note—64p.

Available from—Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN337: $7.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, *Adults, *Cognitive Processes, Cognitive Psychology, Coping, *Diagnostic Tests, *Educational Diagnosis, Independent Living, *Learning Disabilities, Neurological Impairments, *Psychoeducational Methods, Underachievement

Learning disabilities among adults are more prevalent than was once believed, although estimates of numbers are difficult to make. Problems faced by adults with LD include difficulties with academic and information processing and adult life adjustment. Many adults with LD exhibit strengths that enable them to compensate for their disabilities and function successfully without supportive services. Key issues in assessment include the following: (1) assessment should be a means of helping the adult live more fully, (2) formal diagnostic tools appropriate for use with adults should be used with caution; and (3) assessment should consider the adult's ability to provide information about strengths, weaknesses, and goals. The following principles guide selection of diagnostic instruments: (1) consult standard guides to measurement to determine whether test norms apply to adults; (2) read reviews of test reliability and validity; (3) consider whether timed tests are appropriate; and (4) use input from intake interviews to determine a test's relevance for individual goals and needs. Intervention approaches should take into account principles of adult learning. Policy concerns include increasing public and professional awareness; early intervention; training and staff development; a system of interinstitutional coordination of services; funding for assessment, diagnostic, and prescriptive services; and the impact on the family of an adult member with LD. Systematic research on LD causes, assessment, rehabilitation needs, and effectiveness of intervention approaches is needed. A comprehensive, holistic approach to assisting adults with LD should move away from a deficit focus and shift toward identifying talents, skills, and resources that can aid success in adult life. (184 references) (SK)

ED 315 665 CE 054 812

Lytle, Susan L. Wolfe, Marcie

Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—RI188062005

Note—86p.

Available from—Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN338: $8.75).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, Adult Educators, Adult Learning, *Adult Literacy, Competency Based Education, Educational Policy, *Evaluation Methods, *Evaluation Research, Functional Literacy, *Literacy Education, Measures (Individuals), *Program Evaluation, Reading Tests, Standardized Tests, *Student Evaluation, Student Participation

Adult literacy programs need reliable information about program quality and effectiveness for accountability, improvement of practice, and expan-

sion of knowledge. Evaluation and assessment reflect fundamental beliefs about adult learners, concepts of literacy, and educational settings. Resources for planning program evaluations include surveys, handbooks, instruments, and policy studies. Evaluation issues include the following: (1) program goals and mission are subject to scrutiny and change; (2) data about teaching and learning are essential; (3) expanded outcome measures for learner progress are needed; and (4) the roles of staff, managers, learners, and external evaluators affect the evaluation process and outcomes. Four major approaches to learner assessment are considered: (1) standardized testing is norm referenced and cost effective; (2) materials-based assessment is commercially available and follows a systems management model; (3) competency-based assessment involves real-life tasks, predetermined performance standards, a continuum of difficulty, and a range of strategies; and (4) participatory assessment allows learners an active role and involves a range of texts, tasks, contexts, and strategies. Evaluation should: (1) be both external and internal; (2) be both formative and summative; (3) involve learners and staff; (4) generate design questions from theory, research, evaluation, and practice; (5) involve critical reflection on program philosophy and goals; (6) give prominence to the processes of teaching and learning; (7) capture a range of learner and program outcomes; (8) require a variety of longitudinal data collection methods; (9) be integrated with program functions; and (10) be systematic and systemic. (131 references) (SK)

ED 315 666 CE 054 813

Feichtner, Sheila H.

School-to-Work Transition for At-Risk Youth. Information Series No. 339.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—RI88062005

Note—86p.

Available from—Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN339: $8.75).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, *Agency Cooperation, *Coordination, Curriculum Development, *Delivery Systems, Disabilities, Disadvantaged Youth, *Education Work Relationship, Federal Legislation, *High Risk Students, Individualized Education Programs, Job Training, Limited English Speaking, Secondary Education

School-to-work transition helps at-risk youth secure and maintain employment and an adult life-style. Transition focuses on individual characteristics, training needs, and choices that result in the development of realistic long-range goals and selection of appropriate programs and services. Effective school-to-work transition necessitates a wide array of transition options, articulated services, systematic prescription procedures, and an information tracking system. The following program and service barriers compound the societal barriers faced by at-risk youth: lack of systematic service delivery, lack of case managers, lack of career exploration programs, lack of agency coordination, underuse of parents as resources, and shortage of adult service programs. The unemployment and underemployment problems of at-risk youth are significant enough to the nation's economy to merit mandating a systematized school-to-work transition process for all at-risk youth. Major policy concerns include lack of an advocated transition model, trained personnel, and longitudinal information about the outcomes of transition processes. Recommendations for improvement include identification and training of case managers, especially for youth with disabilities and limited English proficiency; integration of career development/exploration in middle schools; research on outcomes; funding for the development of a standardized and computerized management information system to improve decision making and provide outcome measures about the cost effectiveness of programs and services. (74 references) (SK)

ED 317 846 CE 054 721

Imel, Susan Kerka, Sandra

Career Education for Teen Parents. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—RI88062005

Note—3p.

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Career Development, *Career Education, Dropout Prevention, Dropout Programs, *Early Parenthood, *Educational Needs, *One Parent Family, *Program Development, Program Effectiveness, Secondary Education, Womens Education

Adolescent pregnancy and childbearing rates remain higher in the United States than in most Western nations; more than 500,000 teenage girls have babies every year. As these teen parents mature, they have diminished educational and career expectations. A small number of programs directed toward the career needs of teenage parents was developed during the 1970s and 1980s; many more are needed. The trend is for these programs to share many of the same characteristics of dropout prevention programs. Specific career education components are included, such as assessment of aptitudes, career and vocational counseling, life skills development, preemployment preparation, and job development and placement. In addition, support services such as child care and transportation are provided. Characteristics of successful programs for teen parents include established sites that can provide services for nontraditional students, support and referral networks, and newsletters. Equity goals must be remembered when developers design programs for teen parents, and teens need to be encouraged to aspire to higher-wage jobs to support themselves and their children. However, gender-role biases need to be addressed. (This fact sheet provides information that can be used in developing programs for teen parents. It includes an annotated list of 14 print resources and addresses of 12 resource organizations that can be contacted for more information.) (KC)

ED 317 847 CE 054 722

Imel, Susan

Vocational Education in Corrections. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—RI88062005

Note—3p.

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Correctional Education, Educational Needs, Equal Education, *Females, Job Placement, Males, Nontraditional Education, Postsecondary Education, *Prisoners, Program Effectiveness, Recidivism, *Vocational Education

The number of persons confined to correctional institutions continues to grow at an unprecedented rate. Some of the factors contributing to this growth include an increase in the 18- to 25-year-old population, a tougher stance on crime resulting in more prison sentences, longer sentences because younger offenders commit more violent crimes, and more severe sentences for some types of offenders. Education is offered by about 90 percent of correctional institutions, but only about 5 percent of inmates are enrolled in vocational education programs, although 50 percent could benefit from them. Despite its limited availability, vocational education has a long tradition in correctional facilities and is considered to have great potential. However, provision of vocational education is hampered by lack of funding, inadequate number of programs, outmoded equipment and materials, and limited space. Some studies have documented positive relationships between inmates' participation in vocational education and employment upon release. A newer issue is provision of vocational education to female inmates, a population that has increased 158 percent in the past 10 years. Female inmates have typically had training only in traditional service occupations; female inmates have sued for more opportunities for vocational education in nontraditional fields. (This fact sheet lists resources that provide information about correctional vocational education. Included are annotations of 14 print resources and a list of 5 organizations that can provide more information.) (KC)

ED 318 912 CE 054 836

Kerka, Sandra

Job-Related Basic Skills. ERIC Digest No. 94.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-90-94

Pub Date—90

Contract—RI88062005

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Basic Skills, Communication Skills, Creative Thinking, *Employer Attitudes, Functional Literacy, Goal Orientation, Interpersonal Competence, *Job Skills, Labor Force Development, Leadership, *Learning Strategies, Listening Skills, Problem Solving, *Productivity, *Program Development, Program Evaluation, Self Esteem, Simulation, Teamwork, Thinking Skills

Identifiers—ERIC Digests, *Workplace Literacy

Seven job-related basic skills identified as skills employers want are as follows: (1) learning to learn; (2) reading, writing, and computation; (3) oral communication and listening; (4) creative thinking and problem solving; (5) personal management, including self-esteem, goal setting, motivation, and personal and career development; (6) group effectiveness, including interpersonal skills, negotiation, and teamwork; and (7) organizational effectiveness and leadership. The importance of workplace literacy has been underscored by the link between basic skills and productivity. The importance of "functional context" to basic skills training for adults is illustrated by programs for extreme low-level literate persons who need long-term intensive adult literacy programs, programs for improving the effectiveness of training through basic skills improvement, and simulation programs that illustrate the effects of on-the-job mistakes without jeopardizing the employee or the work process. The steps for developing programs to improve job-related basic skills are as follows: identify the problem; prepare an action plan; design, develop, and implement curriculum; and evaluate and monitor the program. Workplace literacy programs can improve worker self-esteem and job performance, company productivity, and the nation's competitiveness. (13 references) (CML)

ED 318 913 CE 054 837

Imel, Susan

Jobs in the Future. ERIC Digest No. 95.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-90-95

Pub Date—90

Contract—RI88062005

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Articulation (Education), Basic Skills, Career Education, Dislocated Workers, *Education Work Relationship, Emerging Occupations, Employment Opportunities, Employment Patterns, *Employment Projections, Human Capital, Job Development, Job Skills, Labor Economics, Labor Force, *Labor Force Development, *Labor Needs, *Labor Supply, Labor Utilization, *Nontraditional Occupations, Occupational Mobility, Postsecondary Education, Retraining, Vocational Education

Identifiers—ERIC Digests

The most significant factors affecting the labor market during the 1980s were the United States' loss of competitiveness in the world marketplace, continued shifts in production from goods to services, changes in the skill requirements of many jobs, and demographic shifts in the population. During the next decade, incompatibility between the

type of work available and the kind of labor force available to do it is expected because (1) the most rapid growth will be in occupations that require some postsecondary education and training, but the work force is not expected to have the educational background to qualify for the required training and education; (2) minorities and women, who continue to enter the labor force in large numbers, are underrepresented in the fast-growing occupations and overrepresented in occupations for which the slowest growth is projected; and (3) projected job decline will displace some goods-producing workers who are not expected to have the training for other available jobs and, unless men infiltrate the "pink collar ghetto," there may be serious worker shortages in health occupations. Strategies for vocational and career educators include playing a larger role in dropout prevention; developing articulation models between secondary and postsecondary education; emphasizing the importance of all students considering nontraditional occupational choices; developing programs that are accessible to all groups within the population; and providing programs that include the development of basic skills as well as those that are occupationally specific. (CML)

ED 318 914 CE 054 838
Imel, Susan
Vocational Education Performance Standards. ERIC Digest No. 96.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-96
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Accountability, *Competence, *Educational Quality, Employment Level, Job Skills, Occupational Tests, *Outcomes of Education, Performance, Postsecondary Education, *Program Evaluation, Secondary Education, *Standards, Vocational Education
Identifiers—*Carl D Perkins Vocational Education Act 1984, ERIC Digests
Pending legislation for the reauthorization of the Carl D. Perkins Vocational Education Act mandates the development of performance indicators or standards, which are also called educational indicators, quality indicators, outcome indicators, performance standards, and performance measures. There is general agreement that indicators or standards are single or composite statistics that reveal something about the performance or health of an educational system. Three of the most frequently used outcome measures developed for vocational education in the last decade are labor market (including job placement, earnings, and the duration of employment and unemployment), learning (most often measured in occupational competency testing), and access (monitoring the numbers of women, minorities, and students with special needs who are enrolled in programs). None of the outcome measures currently in use appears to be sufficient when used singly, although some combination of labor market, learning, and access outcomes seems promising. Illinois and Minnesota are working on such combinations. Developing and implementing a system of performance standards for vocational education requires making demanding decisions on performance assessment, accountability, and actions. Among potential problems are the impact of performance standards on those whom the program serves, the influence of performance standards on the types of training provided, the difficulty of meeting multiple standards, and the difficulty of adjusting standards for programs in different labor markets. (CML)

ED 318 915 CE 054 839
Wagner, Judith O.
Locating Vocational Education Curricula. ERIC Digest No. 97.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-97
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, Consortia, Curriculum Development, *Educational Resources, Information Networks, *Information Sources, *Instructional Materials, Media Selection, Postsecondary Education, *Resource Materials, Secondary Education, *Shared Resources and Services, *Vocational Education
Identifiers—Curriculum Coordination Centers, ERIC Digests, *National Network for Curr Coord in Voc Tec Educ, State Liaison Representatives, Vocational Education Curriculum Materials Database
To find vocational education curriculum materials, educators can contact their State Liaison Representative (SLR) to the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE), regional Curriculum Coordination Center (CCC), state vocational education resource center (SVERC), and/or one of the consortia that develop and sell vocational education materials. They may also search the ERIC (Educational Resources Information Center) and VECM (Vocational Education Curriculum Materials) databases. ERIC is a general education database that contains more than 700,000 references to print documents. VECM is limited to instructional materials but includes audiovisual as well as print materials. The NNCCVTE is made up of six regional CCCs and a web of SLRs that serve as links between the education community of a particular state and its regional CCC. One of the advantages of borrowing curriculum from a regional CCC is that the materials can be reviewed and evaluated before purchase. Some SVERCs are maintained as libraries of print and audiovisual vocational education materials, and provide services such as curriculum development workshops and computer searches. SVERCs can be contacted by calling a state department of vocational education, SLR, or CCC. Among the many commercial and nonprofit agencies that develop curriculum materials are the Vocational-Technical Education Consortium of States (V-TECS), Mid-America Vocational Curriculum Consortium, and American Association of Vocational Instructional Materials. (CML)

ED 321 153 CE 055 824
Lankard, Bettina A.
The Multicultural Work Force. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Corporate Education, *Cross Cultural Training, Cultural Differences, *Cultural Influences, Education Work Relationship, Employee Attitudes, Employer Attitudes, Ethnic Groups, Intergroup Relations, *Labor Force Development, *Management Development, Mentors, *Multicultural Education, *Sex Differences
White males represent only 46 percent of the U.S. work force. Within a few years, 75 percent of those entering the labor force will be women and minorities, according to the U.S. Department of Labor. The work force is getting smaller as well as changing in nature. To attract and keep the most qualified and productive workers, businesses must make changes in their management policies and practices that few employers or workers have anticipated or are prepared for. Among the companies that have promoted the benefits of a multicultural, diversified work force are Procter and Gamble, Digital Equipment Corporation, Avon, Xerox, Mobile, Honeywell, Colgate-Palmolive, and Ortho Pharmaceutical. For example, Procter and Gamble has established special mentoring programs to help bring women and blacks into management by providing them information about organizational styles of management, leadership, communication, and networking. Digital Equipment Corporation has started a program to create management awareness of attitudes and assumptions about races and genders and how those attitudes and assumptions influence company and employee policies and behaviors. To manage a diversified work force, managers must learn to be sensitive to the cultural influences among their employees. Cross-cultural training is also crucial to success in international markets, as U.S. companies compete in a global market and form joint ventures that require the transfer of employees across continents. (18 annotated resources) (CML)

ED 321 154 CE 055 825
Imel, Susan
Environmental Adult Education. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Conservation (Environment), Continuing Education, *Ecology, *Environment, *Environmental Education, International Cooperation, Science and Society, *Teacher Role, Teaching Methods
Environmentalism has become a part of the culture, and environmentalists now constitute a major social movement. The solutions to many current environmental problems require a local or national response, but solutions to other problems will require a global response. Major United Nations reports have recognized that solving global environmental problems will occur only through long-term strategies for achieving sustainable development. Education is one such long-term strategy, and adult educators possess much knowledge about adult learning and program planning and development that can be beneficial to environmentalists. However, the role adult educators should play in the environmental movement is not yet clear. Because adult educators are more accustomed to meeting the needs of individuals rather than groups, they may have to adjust some of their strategies to work with existing environmmental groups. Adult educators will need to approach environmental groups as partners who want to support rather than supplant their educational activities. They also will need to be aware of some issues affiliated with environmental education. Among those issues are that: (1) environmental education is by its very nature a political activity; (2) questioning the merits of global development raises the issue of balancing environmental needs against the needs of developing nations; and (3) because adult environmental learning is primarily a cognitive activity, perhaps adult educators should engage not in adult education but in promotion of adults who take action. (16 annotated resources) (CML)

ED 321 155 CE 056 067
Imel, Susan
Managing Your Professional Development: A Guide for Part-Time Teachers of Adults. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-98
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Educators, Educational Planning, Guidelines, Inservice Teacher Education, *Part Time Faculty, *Professional Development
Identifiers—ERIC Digests
Professional development, a continuing process of activities that enhance professional growth, should be planned and managed by the individual. Although part-time adult educators may be able to consult with supervisors in planning professional development, more often they work in relative isolation and must take sole responsibility for their inservice needs. Development of a plan provides a framework for the discipline and commitment needed to achieve changes. One type of plan, the Personal Professional Development Model, has four phases: initiating, planning, managing, and evaluative. The success of a professional development plan requires identification of resources such as print and nonprint materials, staff development opportunities, and other adult educators. Feedback is also necessary as a measurement of progress. Guidelines for

managing professional development include: (1) stating no more than three objectives; (2) acknowledging the existence of deterrents such as lack of time, resources, or support; (3) forming a network for collegial feedback; (4) making site visits; (5) pairing with a peer to learn a new technique; (6) joining professional associations and attending conferences; and (7) using ERIC resources. (SK)

ED 321 156 CE 056 068
Lowry, Cheryl Meredith
Teaching Adults with Learning Disabilities. ERIC Digest No. 99.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-99
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Educators, *Adult Students, Coping, *Diagnostic Tests, *Educational Diagnosis, *Learning Disabilities, *Psychoeducational Methods
Identifiers—ERIC Digests
The number of adults with learning disabilities (LD) is difficult to estimate. They may comprise as many as 80% of adult basic education students, but a smaller proportion of students in other adult education settings. Many adults with LD exhibit strengths that enable them to compensate for their disabilities and perform successfully without supportive services. Among the most serious issues concerning adults with LD are lack of an agreed-upon definition and scarcity of appropriate assessment tools. Prevailing theories assume that individuals with LD have difficulty learning because of a difference in information processing that may have a neurological basis. This difference can affect self-esteem, education, work, socialization, and daily living. Adult educators should be aware that few diagnostic tools are appropriate for use with adults. Adults with LD should assist in the assessment process, which is useful only to the extent that it helps adults live more fully. A combination of intervention strategies and teaching techniques is most effective in meeting the needs of these adults. Techniques include: assessing learning style and using multisensory techniques; motivating students through feedback and positive experiences; teaching memory techniques and transferable strategies; using compensatory aids such as tape recording, word processing, and computer-assisted instruction; and being organized and clear in instruction. (SK)

ED 321 157 CE 056 069
Kerka, Sandra
Flexible Work Schedules. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-100
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Development, Employee Attitudes, Employer Attitudes, *Flexible Working Hours, *Job Sharing, *Part Time Employment, *Personnel Policy, Supervision
Identifiers—ERIC Digests, *Temporary Employment
Flexible work schedules are one response to changes in the composition of the work force, new life-styles, and changes in work attitudes. Types of alternative work schedules are part-time and temporary employment, job sharing, and flextime. Part-time workers are a diverse group–women, the very young, and older near-retirees. Although part-time jobs are disproportionately lower-wage jobs, a growing number of part-time jobs are in managerial and professional positions. Part-time workers often have extensive commitments to activities and responsibilities outside of work, such as child and elder care, which makes part-time work an appealing option. Temporary workers are a fast-growing segment of the labor force. Temporary jobs provide scheduling freedom and variety for workers, and businesses often use contingent workers for cost containment and staffing flexibility. One response to a shortage of permanent, career-status part-time jobs is job sharing, typically an arrangement in which two people share one full-time job. Successful job sharing depends on the commitment of job partners and willingness of supervisors to be flexible. Flextime schedules allow variability in the starting and ending times of the work day. Flexible working hours can result in higher motivation and job satisfaction. A diverse work force and potential labor shortages imply that an array of scheduling options should be offered. Greater demand for alternative work schedules will require changes in the practices and attitudes of employers and employees, such as rethinking organizational structures and task assignments, altering supervisory styles, conceiving new methods of performance appraisal, and preparing flexible, self-directed workers. (SK)

ED 321 158 CE 056 070
Lowry, Cheryl Meredith
Helping At-Risk Youth Make the School-to-Work Transition. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-101
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, *Articulation (Education), *Coordination, *Delivery Systems, Disadvantaged Youth, *Education Work Relationship, Employment Potential, *High Risk Students, Job Skills, Secondary Education
Identifiers—ERIC Digests
School-to-work transition services are intended to help youth develop the skills and attitudes they need to find and keep employment, maintain a meaningful adult life-style, and develop positive social interactions. Eligibility for such services has now been broadened beyond disabled students to include students with economic or educational disadvantages or limited English proficiency. Barriers to effective delivery of transition services are: (1) lack of career exploration programs in middle schools; (2) lack of interagency coordination; (3) lack of case managers; (4) limited parental involvement; and (5) absence of a computerized management information system. Four types of models for effective delivery include: curriculum content models; instructional stages models; supportive services models; and articulation and communication models. Successful transition service practices depend upon: (1) the availability and identification of a wide array of community services; (2) systematic procedures for prescribing appropriate services, such as individualized plans, case management, transition assistance centers, and parent resource centers; (3) articulation between service providers, within single agencies or institutions and between multiple agencies or institutions; and (4) systematic tracking of information regarding the availability, cost, and evaluation of services. (SK)

CG

ED 314 660 CG 022 193
Gysbers, Norman C. And Others
Comprehensive Guidance Programs That Work.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-001-8
Pub Date—90
Contract—R188062011
Note—178p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($18.95).
Pub Type— Books (010) — Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Developmental Programs, Elementary Secondary Education, *Guidance Programs, Models, Program Development, *Program Improvement, *School Counselors, *School Guidance
Identifiers—*Comprehensive Guidance
This monograph describes how the comprehensive guidance model is transforming elementary-secondary school guidance and counseling programs in schools across the country. It incorporates the ideas and experiences of 12 guidance program developers in the actual use of the comprehensive guidance model in diverse school and cultural settings. The book is intended as a source of ideas, resources, and procedures to help state and local guidance and administrative personnel remodel and revitalize guidance in their schools. Papers included are: (1) "A Model Comprehensive Guidance Program" (Norman C. Gysbers); (2) "Missouri Comprehensive Guidance–A Model for Program Development, Implementation and Evaluation" (Robert J. Larivee and Marion F. Starr); (3) "Comprehensive Guidance in Alaska" (Jamie Buckner and Marie MacKenzie); (4) "Comprehensive Guidance in Montgomery County, Maryland" (John P. Goodloe); (5) "The Comprehensive Guidance Program in San Antonio" (Patricia Henderson); (6) "Guidance and Counseling New Hampshire Style" (Josephine B. Hayslip and James V. Carr); (7) "The Comprehensive Guidance Program in St. Joseph, Missouri" (Mark H. Hargens and Jean T. Johnson); (8) "An Effective Guidance and Counseling Program in Lincoln, Nebraska" (John Dudley); (9) "The Comprehensive Guidance Model at Hillsboro High School" (Gloria Morgan); and (10) "Afterthoughts" (Norman C. Gysbers). (NB)

ED 314 708 CG 022 245
Purkey, William W. And Others
Invitational Learning for Counseling and Development.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-002-6
Pub Date—90
Contract—RI88062011
Note—137p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($16.95).
Pub Type— Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Behavior Theories, *Counseling Theories, Educational Objectives, *Educational Practices, *Educational Theories, Elementary Secondary Education, Foundations of Education, Guidance Objectives, Higher Education, Learning Motivation, Learning Theories, *Models, Program Descriptions, Reinforcement, Teacher Response, Values
Identifiers—*Invitational Education
This monograph describes the theory and practice of the invitational learning model as it applies to school counseling and development. Invitational learning is a paradigm for personal and professional functioning, and for organizational restructuring, based on four values regarding the nature of people and their potential and the nature of professional helping: respect, trust, optimism, and intentionality. Part I of the book develops the theory of invitational learning in five chapters which: define invitational learning (chapter 1); discuss foundations of invitational learning (chapter 2); identify four levels of functioning (chapter 3); explore the five "powerful P's" of places, policies, programs, processes, and people (chapter 4); and explain the "Four Corner Press" of being personally and professionally inviting with oneself and others (chapter 5). Part II surveys the practice of invitational learning through seven essays by separate authors describing their experience in institutions or programs that employ the invitational learning model: (1) "The Baltimore County Guidance and Counseling Experience" (Donald E. McBrien); (2) "The Furman University Center for Excellence Experience" (Judy Lehr); (3) "The East Davidson High School Experience" (Debbie Chance); (4) "The Kansas Elementary School Curriculum Experience" (John H. Wilson); (5) "The Affton School District Experience" (Gary C. Benedict); (6) "The University of South Carolina Adjunct Instructor Experience" (Cheryl French Stehle); and (7) "The Sugar Loaf School Experience" (Joel Blackburn). Forty-eight references are included, and the inviting school checklist is appended, along with an Honor Roll of inviting schools. (TE)

BEST COPY AVAILABLE

ED 315 684 CG 022 263
Gerler, Edwin R., Jr., Ed. Ciechalski, Joseph C., Ed Parker, Larry D., Ed.
Elementary School Counseling in a Changing World.
American School Counselor Association, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN 1-56109-000-X
Pub Date—90
Contract—RI88062011
Note—414p.; For individual chapters, see CG 022 264-273.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($26.95 each).
Pub Type— Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071) — Books (010)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Behavior, Change, Child Abuse, Child Neglect, *Counseling Techniques, *Counselor Role, Cultural Differences, Drug Abuse, Elementary Education, *Elementary Schools, Employment, Exceptional Persons, Family Life, Human Relations, Learning Strategies, *School Counseling, *School Counselors, Technology
This book of readings was developed to increase the reader's awareness of the cultural and social issues which face children and their counselors. It draws attention to environmental factors which impinge on both teaching and counseling techniques, and encourages counselors to re-examine their roles and interventions for the 1990s. The readings show counselors in elementary schools how to help children grow and develop in a changing world. Each chapter of the book contains articles that have been published in counseling journals during the 1980s. Each chapter begins with an introduction by the editors and concludes with a set of issues designed to stimulate thinking about the current state of elementary school counseling. Individual chapters focus on: (1) cultural diversity; (2) changing families; (3) drug abuse; (4) child abuse and neglect; (5) exceptional children; (6) technology; (7) the changing world of work; (8) learning in a changing world; (9) children's behavior in a changing world; and (10) human relations. (NB)

ED 315 699 CG 022 280
Ellis, Thomas I.
The Missouri Comprehensive Guidance Model. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Objectives, *Counseling Theories, Counselor Performance, *Counselor Role, Counselor Teacher Cooperation, *Curriculum Design, Elementary Secondary Education, *Guidance Objectives, *Guidance Programs, Integrated Curriculum
Identifiers—*Comprehensive Guidance Model, ERIC Digests, Gysbers (Norman)
This digest describes the structural and programmatic components of the Missouri Comprehensive Guidance Program Model, a model designed to help school districts develop comprehensive and systematic guidance programs oriented toward overall student development. It discusses the content of the model (based on the concept of life career development) and provides a seven-step process for implementing the model. References are included. (TE)

ED 315 700 CG 022 281
Thompson, Rosemary
Suicide and Sudden Loss: Crisis Management in the Schools. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Coping, Counseling Techniques, Counselor Role, *Crisis Intervention, *Death, *Depression (Psychology), Elementary Secondary Education, *Grief, School Involvement, School Role, Stress Management, *Suicide
Identifiers—*Crisis Management, ERIC Digests, *Grief Counseling
This digest considers how counselors and educators can cope with the emotional needs of suicide survivors and prevent future suicides among students. It discusses self-destructive tendencies in youth and behavioral manifestations of loss; offers suggestions to counselors for managing the first 48 hours following a suicide or loss and lists critical questions to consider after a suicide or sudden death. Tasks of mourning and grief counseling are discussed along with special treatment issues for adolescents. (TE)

ED 315 701 CG 022 282
Sprik, Jeanette
Counseling and Guidance Software. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software, *Computer Software Reviews, Computer Uses in Education, *Counseling, *Counseling Services, Educational Technology, Expert Systems, Information Systems
Identifiers—ERIC Digests
This digest describes the "Counseling Software Guide" (Walz and Bleuer, 1989). It summarizes the contents of the guide: (1) general information about the use of computers in counseling; (2) practical guidelines on what to look for in software; (3) an overview of trends and developments in availability and use of software; (4) an overview of the range of software programs available on a particular topic; and (5) information on specific software programs. (TE)

ED 315 702 CG 022 283
Ellis, Thomas I.
Invitational Learning for Counseling and Development. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counseling Theories, Counselor Role, *Educational Environment, *Educational Objectives, Elementary Secondary Education, Humanistic Education, *Models, School Policy, *School Responsibility, Self Concept, *Student School Relationship, Teacher Responsibility
Identifiers—ERIC Digests, *Invitational Learning Model
This digest describes the Invitational Learning model developed by William W. Purkey, an approach that emphasizes mutual respect and human potential in every aspect of schooling. It presents a brief overview of the invitational learning concept and discusses the theoretical foundations of the model. It describes characteristics of an inviting school, inviting school policies and programs, inviting behavior in the classroom, and the invitational approach to school counseling. Advice is provided for incorporating the invitational model among principals, teachers, and counselors. (TE)

ED 315 703 CG 022 284
Ellis, Thomas I.
Counselors and Teachers as Student Advisors. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Teacher Cooperation, Curriculum Design, Elementary Secondary Education, *Guidance Programs, Program Descriptions, School Guidance, *Teacher Guidance, *Teacher Role, *Teacher Student Relationship
Identifiers—ERIC Digests, Myrick (Robert), *Teacher Advisor Program
This digest summarizes the essential aspects of Myrick's Teacher Advisor Program (TAP) concept, discussing: (1) why schools need a teacher advisor program; (2) whether teachers are qualified to provide counseling; (3) what a teacher advisor program would involve; (4) what should be included in a guidance curriculum; (5) the counselor's role in TAP; (6) teacher support of TAP; and (7) the advantages and limitations of teachers as advisors. (TE)

ED 315 704 CG 022 285
Danziger, Sandra Farber, Naomi
Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abortions, *Adolescents, Birth Rate, Contraception, *Early Parenthood, Elementary Secondary Education, Family Planning, Illegitimate Births, Population Trends, *Pregnancy, *Pregnant Students, Prevention, Sex Education, *Unwed Mothers
Identifiers—ERIC Digests
This digest reviews trends in adolescent sexual activity and discusses conceptual and programmatic approaches to pregnancy prevention. It discusses a pregnant adolescent's choices for resolving an unplanned pregnancy (i.e. abortion, adoption, keeping the baby, and marriage), and the challenges faced by teenage parents. The final section touches on efforts to include young men in efforts to prevent pregnancy, help young parents, and promote more responsible adolescent behavior. (TE)

ED 315 705 CG 022 286
Golden, Larry
Brief Family Consultation in Schools. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Problems, Counselor Role, Elementary Secondary Education, *Family Counseling, *Family Environment, Family Problems, Family Relationship, *Milieu Therapy, Parent Child Relationship, Parent Counseling, Parent School Relationship, *Systems Approach

Identifiers—*Brief Family Consultation, ERIC Digests
This digest describes brief family consultation, a short-term strategy that enlists the home and school in an attempt to solve childhood behavior problems. Five criteria are given for assessing the functional status of a family: (1) parental resources; (2) chronicity; (3) communication between family members; (4) parental authority; and (5) rapport with professional helpers. Limitations of this approach are considered. (TE)

ED 315 706 CG 022 287
McFadden, Emily Jean
Counseling Abused Children. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Abuse, Childhood Needs, *Child Neglect, Child Welfare, Counseling Techniques, Counselor Attitudes, *Counselor Role, *Family Violence, Play Therapy, *Sexual Abuse, Social Workers, Teamwork
Identifiers—ERIC Digests
This digest familiarizes counselors with the four major types of child maltreatment: neglect, physical abuse, sexual abuse and exploitation, and emotional abuse or neglect. A definition is provided for each, along with relevant symptoms and statistics. The subsequent discussion focuses on identifying maltreatment and on counseling abused children. Since counseling alone cannot ensure the safety of a maltreated child, a team approach involving social workers, medical personnel, counselors, and educators is recommended. (TE)

ED 315 707 CG 022 288
Pulliams, Preston
The Emerging Role of the Community College Counselor. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Career Guidance, *Community Colleges, Counselor Client Relationship, *Counselor Role, Educational Planning, Learning Strategies, Nontraditional Students, Study Skills, Two Year Colleges
Identifiers—ERIC Digests
The increase in adult, minority, women, part-time, and displaced students attending community colleges has caused the roles of community college counselors to shift from an "in loco parentis" emphasis on personal counseling, vocational guidance and social support to new roles as student developers and learning agents. As student developers, counselors must communicate the importance of academic skill-building, and help students understand the value of their academic endeavors. As learning agents, counselors must assist, manage, and encourage students to build a pattern of success. (TE)

ED 315 708 CG 022 289
Thompson, Rosemary
Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—At Risk Persons, Coping, Counseling Techniques, Counselor Role, *Death, *Depression (Psychology), Elementary Secondary Education, *Emotional Adjustment, *Grief, High Risk Students, School Involvement, School Role, Stress Management, *Suicide
Identifiers—ERIC Digests, *Grief Counseling
This digest describes post-traumatic loss debriefing, a structured group process approach to help survivors manage their physical, cognitive, and emotional responses to a traumatic loss. It discusses seven stages of debriefing: (1) Introductory Stage; (2) Fact Stage; (3) Life Review Stage; (4) Feeling Stage; (5) Reaction Stage; (6) Learning Stage; and (7) Closure Stage. References are included. (TE)

ED 315 709 CG 022 290
Huey, Wayne C. Remley, Theodore P., Jr.
Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Standards, *Codes of Ethics, Compliance (Legal), Confidentiality, Counselor Role, *Counselors, Elementary Secondary Education, Ethics, *Legal Responsibility, Moral Issues, Moral Values, *School Counselors, School Law
Identifiers—ERIC Digests
This digest summarizes ethical and legal issues affecting school counselors. It emphasizes the importance of ethical standards, and of knowing the content, purposes, and limitations of professional codes of conduct as general guidelines for addressing difficult issues. Advice is offered on how to address colleagues' unethical behavior, and on counselors' legal responsibilities in the areas of confidentiality and privileged communication. (TE)

ED 316 791 CG 022 338
Myrick, Robert D. And Others
The Teacher Advisor Program: An Innovative Approach to School Guidance.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—ISBN-1-56109-003-4
Pub Date—90
Contract—RI88062011
Note—121p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($16.95).
Pub Type— Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Cooperative Planning, *Counselor Teacher Cooperation, Curriculum Design, *Developmental Programs, Educational Cooperation, Elementary Secondary Education, *Group Guidance, Guidance Objectives, Middle Schools, Program Descriptions, *Teacher Guidance, *Teacher Role
Identifiers—*Teacher Advisor Programs
The Teacher Advisor Program (TAP) is an innovative developmental approach to counseling that directly involves teachers as advisors to 18 to 20 students, with whom they meet both individually and in group sessions. An introductory chapter that cites the need for a developmental approach to counseling in contemporary schools and the potential role of teachers in guidance. The second chapter discusses the suitability and limitations of teachers as advisors, and then describes the design and purpose of TAP, discussing the counselor's role in such a program, approaches to building support for TAP among teachers, and critical factors for success of the program. Chapters 3 through 8 present case histories, by participants, of the following teacher advisor programs throughout the nation: (1) PRIME TIME in Sarasota, Florida middle schools (Bill Highland); (2) OUR TIME in Green Bay, Wisconsin (Sue Todey); (3) TA groups in La Porte, Indiana (Charles Blair); (4) the Middle School Advisory Program in the Collegiate Schools, Richmond, Virginia (Sally Chambers); (5) TAP in Pasco County, Florida (Madonna Wise and Cathy Micheau); and (6) Florida's Model and Pilot Schools (Elizabeth Lawson). The final chapter answers common teacher questions about the program and discusses staff development and training workshops. Appended are developmental guidance units, roles of school personnel in TAP, a sample advisement telephone call, and TAP staff development. References are included. (TE)

ED 321 161 CG 022 569
O'Rourke, Kathleen, Ed.
The Challenge of Counseling in Middle Schools.
American Association for Counseling and Development, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-030-1
Pub Date—90
Contract—RI88062011
Note—403p.; For individual chapters, see CG 022 570-577.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($26.95 each).
Pub Type— Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Academic Achievement, Adolescent Development, *Adolescents, Career Exploration, Drug Abuse, Family Relationship, Intermediate Grades, Junior High Schools, *Middle Schools, Peer Influence, *School Counseling, *School Counselors, Sexuality, Stress Variables, Suicide
This book of readings presents 33 articles that address topics of importance to counselors who serve middle school students. It was written for counselors already working in middle schools and for individuals who are preparing for careers as middle school counselors. The book will also benefit both elementary school counselors who help children make the transition from elementary to middle school and high school counselors who work with adolescents making the transition from middle school into high school. It deals with how counselors in middle schools can help early adolescents face the challenges of adolescence, noting that middle school counseling programs should focus on preparing students for the increased independence of high school life that is typically accompanied by more social pressures and increased stress. The chapters in this book offer many ideas for helping young people improve their sense of self, their decision-making capabilities, their interpersonal relationships, their academic skills, and their abilities to deal with stress. Chapters contain articles that have been invited for the book in addition to articles that have been published in various counseling journals. Each chapter contains an introduction by the editors and a collection of articles on a particular topic. Individual chapters focus on: (1) self-discovery; (2) family relationships; (3) peer pressure and drug abuse; (4) stress and suicide; (5) sexual maturation; (6) academic achievement; (7) career exploration; and (8) organizing a middle school counseling program. (NB)

ED 321 224 CG 022 720
Myers, Jane E.
Empowerment for Later Life.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-029-8
Pub Date—90
Grant—RI88062011
Note—135p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($14.95).
Pub Type— Books (010) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Chronological Age, *Individual Power, *Locus of Control, *Older Adults, *Self Efficacy, Self Esteem
Identifiers—*Empowerment
This monograph purports that American society limits the behavior of older individuals based on the arbitrary criterion of chronological age and proposes the concept of empowerment–gaining a sense of personal power or control over over's life–as the antidote for older persons who face devalued status as they age and the for the accompanying drop in self-esteem and self-worth. The concept of empowerment is explored in detail, developmental issues, the key to understanding the aging process are reviewed, and empowerment strategies are discussed through a holistic wellness model. Chapter 1 looks at aging and the need for empowerment, considering: demographic changes, gender and aging, health and disability, and the social context of aging. Chapter 2 examines self-efficacy and empowerment and presents models of helping and empowerment, while chapter 3 focuses on developmental and transition theories for later life. Chapter 4 concentrates on reactions to late life stress, looking at mental health and aging, the social breakdown syndrome, and psychological components of social breakdown. Chapter 5 suggests strategies for reversing the breakdown syndrome by presenting the social reconstruction model and discussing societal, psychological, and other aspects of reconstruction. Overcoming learned helplessness and perceived lack of control and coping with depression and discouragement are also addressed. Stages of the empowerment process are outlined. The final chapter considers empowerment through developmental approaches, with an emphasis on wellness. (NB)

CS

ED 309 457 CS 212 028
Newkirk, Thomas
Critical Thinking and Writing: Reclaiming the Essay. Monographs on Teaching Critical Thinking Number 3.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-04-7
Pub Date—89
Contract—RI88062001
Note—63p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Smith Research Center, Suite 150, Bloomington, IN 47405 ($5.95 plus $1.50 postage and handling); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 09691; $5.95 member, $7.50 nonmember).
Pub Type— Guides - Classroom - Teacher (052) — Books (010) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Critical Thinking, Elementary Secondary Education, *Essays, Higher Education, Language Arts, Teaching Methods, Writing Exercises, *Writing Instruction, Writing Processes, *Writing Skills
Identifiers—ERIC Clearinghouse on Reading and Commun Skills, *Montaigne (Michel Eyquem de), Personal Writing, *Thinking Skills
Intended for teachers, this monograph argues that, unlike the structured, formulaic "school" essay, personal essays in the manner of Michel de Montaigne lead students to explore their connections with ideas and texts. The monograph describes several strategies which use writing as a tool for critical thinking. The monograph contains the following chapters: (1) "The School Essay (Bad Memories of)"; (2) "The Case against Writing–Plato's Challenge"; (3) "'For it is myself that I portray': Montaigne's Legacy"; (4) "Invitations to the Essay"; and (5) "'I'm not going to talk about it'." Forty-three references and an annotated bibliography derived from searches of the ERIC database are attached. (MS)

ED 309 463 CS 212 045
Stocking, S. Holly Gross, Paget H.
How Do Journalists Think? A Proposal for the Study of Cognitive Bias in Newsmaking.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-03-9
Pub Date—89
Contract—RI88062001
Note—124p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Smith Research Center, Suite 150, Bloomington, IN 47405 ($9.95 plus $1.50 postage and handling).
Pub Type— Books (010) — Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Cognitive Processes, Cognitive Psychology, Communication Research, Decision Making, Higher Education, *Journalism, *Mass Media Role, *Media Research, News Media, Press Opinion, Psychological Studies, *Social Psychology, Theory Practice Relationship
Identifiers—ERIC Clearinghouse on Reading and Commun Skills, Journalism Research, Journalistic Objectivity, *Journalists, *Media Bias, Media Coverage, News Reporters, News Sources
This monograph examines how bias affects the perception of journalists and discusses factors which might exacerbate or mitigate such bias. The book recommends the study of journalistic decision-making from perspectives developed in the field of social psychology. The book includes the following chapters: (1) "Media Bias, Cognitive Bias?"; (2) "Cognitive Processes in Journalism: An Overview"; (3) "Categorization"; (4) "Theory Generation"; (5) "Theory Testing"; (6) "Selection of Information"; (7) "Integration of Information"; (8) "Interactions and Perseverance of Biases and Errors"; (9) "Implications for the Study of Newswork"; and (10) "Summary and Conclusions." Forty-one end notes and 16 pages of references are attached. (MS)

ED 310 369 CS 009 774
Metz, Elizabeth
The Issue: Adult Literacy Assessment. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 89
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Learning, *Adult Literacy, *Adult Reading Programs, *Evaluation Methods, Reading Instruction, Reading Skills, Reading Tests
Identifiers—Educational Issues, ERIC Digests, Student Centered Assessment
Intended to help adult education teachers and administrators select the type of adult literacy program that works best for their students, this digest surveys nine different programs and discusses the assessment methods used for each program. The programs examined are: (1) Time to Read; (2) Center for Literacy program; (3) Federal Prison System program; (4) Project: LEARN; (5) City University of New York Adult Literacy program; (6) Greece Central School District Continuing Education program; (7) CASAS (Comprehensive Adult Student Assessment System); (8) Literacy Volunteers of America-Danbury, Connecticut program; and (9) California Literacy Campaign. (NKA)

ED 311 393 CS 009 597
Harste, Jerome C.
New Policy Guidelines for Reading: Connecting Research and Practice.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8141-3342-8
Pub Date—89
Contract—400-86-0045
Note—86p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 33428-3020, $5.95 member, $7.50 nonmember). St., Bloomington, IN ($5.95).
Pub Type— Books (010) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Change Strategies, *Educational Change, Educational Policy, Elementary Secondary Education, Instructional Effectiveness, Program Effectiveness, Reading, *Reading Comprehension, *Reading Instruction, *Reading Research, Teacher Role, *Theory Practice Relationship
Intended to help teachers, researchers, curriculum developers, and administrators develop improved policy in reading instruction and research, this book challenges several widespread assumptions about effective reading instruction and concludes with 20 policy guidelines which can be used to evaluate existing reading programs and redesign them to aim at higher levels of comprehension. Following an introduction, the book contains five chapters: (1) "Reading, Reading Instruction, and Reading Research," discussing the relationship among the three; (2) "Supporting Practical Theory," dealing with trusting teachers, supporting inquiry, taking risks, building upon what we know, and supporting self-evaluation; (3) "Effective Change Projects," discussing the characteristics of school reading programs exemplifying effective school change and dynamic, research-based instruction; (4) "The Agenda Ahead"; and (5) "Guidelines for Improving Reading Comprehension Instruction," encapsulating available information about the conditions that are likely to improve the teaching of reading in our schools. A section of 54 notes, and a 228-item bibliography are attached. (SR)

ED 312 611 CS 009 821
Alvarez, Marino C. Risko, Victoria J.
Schema Activation, Construction, and Application. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 89
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, 2805 E. 10th St., Suite 150, Bloomington, IN 47405 (no cost for a single copy; $2.00 postage and handling for up to 10 no-cost items).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Higher Education, *Prior Learning, Reader Text Relationship, *Reading Comprehension, *Reading Research, *Reading Strategies, *Schemata (Cognition)
Identifiers—ERIC Digests, Prereading Activities, *Schema Theory
Schema theorists have advanced the understanding of reading comprehension by describing how prior knowledge can enhance a reader's interaction with the text. Accordingly, comprehension occurs when a reader is able to use prior knowledge and experience to interpret a text's message. Educators and researchers have suggested numerous instructional strategies to help students activate and use prior knowledge to aid comprehension. In order for schema construction to occur, a framework must be provided that helps readers elaborate upon new facts and ideas to clarify their significance or relevance. (RS)

ED 312 626 CS 009 837
Silvern, Stephen B. Silvern, Linda R.
Beginning Literacy and Your Child.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; International Reading Association, Newark, Del.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-87207-164-2
Pub Date—[89]
Contract—RI88062001
Note—21p.
Available from—Parent Booklets, International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (No. 164,

$1.75 prepaid); ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Suite 150, Indiana University, Bloomington, IN 47401 ($1.75 prepaid).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Family Environment, Literacy, Parent Attitudes, *Parent Child Relationship, Reading Writing Relationship, *Young Children
Identifiers—*Emergent Literacy, Print Awareness
Emphasizing that beginning literacy consists of experiences during the first years of life that lead to reading and writing, this booklet offers practical tips for parents who wish to create a literate home environment for their young children. The booklet discusses reading with the child, listening and talking to the child, going to the library together, and other informal activities. The booklet also contains recommended reading and resources for parents. (NKA)

ED 313 675 CS 009 868
Wagner, Betty Jane
Whole Language: Integrating the Language Arts--and Much More. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 89
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost items, $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, *Language Arts, Language Research, Primary Education, Reading Writing Relationship, Student Centered Curriculum, *Teacher Role
Identifiers—Emergent Literacy, ERIC Digests, *Whole Language Approach
In response to a current grass-roots movement among teachers, this ERIC digest provides an overview of the whole language approach. The first section outlines what whole language is, and the second section enumerates what whole language is not. The third section discusses what happens in whole language classrooms, and the final section discusses theory and research supporting whole language. (NKA)

ED 313 687 CS 009 880
Aiex, Nola Kortner
Using Literature To Teach Reading. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 90
Contract—RI88062001
Note—5p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost items, $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basal Reading, *Childrens Literature, Class Activities, Informal Assessment, Intermediate Grades, Primary Education, *Reading Instruction, Reading Research, Reading Writing Relationship, Student Evaluation, Teaching Methods
Identifiers—ERIC Digests, Guided Reading Procedure, *Whole Language Approach
This digest is intended to help and inform those teachers who are contemplating using children's literature to teach reading, and provides a brief review of material in the ERIC database on literature-based reading instruction. The digest includes sections on recent research, basic resources, assessing literature based reading, diverse methods approaches, and practical teaching guides. (NKA)

ED 314 728 CS 009 907
Morgan, Mary Shermis, Michael
Critical Thinking, Reading, and Writing. Teaching Resources in the ERIC Database (TRIED) Series.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-08-X
Pub Date—89
Contract—RI88062001
Note—106p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Annotated Bibliographies, *Class Activities, *Critical Reading, *Critical Thinking, Elementary Secondary Education, Teacher Developed Materials, Teaching Methods, *Writing Instruction
Identifiers—*ERIC
Part of the TRIED Series (teaching resources in the ERIC database, condensed and reorganized from their original sources to offer a wide but manageable range of teaching suggestions, useful ideas, and classroom techniques), this book focuses on practical suggestions for developing critical thinking, reading, and writing skills at both the elementary and the secondary level. Following an introduction and a user's guide, an activities chart indicates the skills emphasized in each lesson, as well as the types of activities (such as collaborative writing, role-playing, group presentations, etc.) found in each lesson. The next section offers 19 lesson outlines involving critical thinking, reading, and writing at the elementary level, while the following section on secondary education also offers 19 such lessons. Each lesson includes a brief description, objectives, and procedures. A 28-item annotated bibliography at the end of the book contains references to additional lessons and resources for incorporating critical thinking, reading, and writing into the classroom. (SR)

ED 314 737 CS 009 917
Behm, Mary Behm, Richard
101 Ideas to Help Your Child Learn To Read and Write.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-13-6
Pub Date—89
Contract—RI88062001
Note—52p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Early Childhood Education, *Family Environment, *Learning Activities, *Parent Child Relationship, Parent Participation, *Parents as Teachers, *Reading Attitudes, Young Children
Identifiers—*Emergent Literacy, Reading Motivation, *Writing Attitudes
Based on the idea that parents are the first and most important teachers of their children's literacy, this booklet offers 101 practical and fun-to-do activities that children and parents can do together. The activities in the booklet are organized to fit the way parents tend to think about their time with their children: in the nursery; at bedtime; on the road; and watching television. The booklet also includes a list of additional resources that will interest parents. (NKA)

ED 314 802 CS 507 028
Gottlieb, Stephen S.
Media Ethics: Some Specific Problems. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 90
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Codes of Ethics, *Ethics, Freedom of Speech, *Journalism, *Mass Media, Technological Advancement
Identifiers—ERIC Digests, Journalistic Objectivity, Journalists, *Media Ethics
This digest identifies some of the ethical issues which appeared in the mass media in the 1980s and discusses the implications which these issues have for the law and for those who already work in or study the mass media, as well as for those college students contemplating a career in journalism or broadcasting. (NKA)

ED 315 785 CS 212 225
Hyslop, Nancy B.
Evaluating Student Writing: Methods and Measurement. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 90
Contract—RI88062001
Note—4p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Evaluation Methods, Higher Education, Instructional Effectiveness, *Student Evaluation, Teacher Role, *Writing Evaluation, *Writing Instruction, Writing Processes, Writing Research, *Writing Teachers
Identifiers—ERIC Digests
This digest offers an overview of current research in the ERIC database on methods and measurements for evaluating student writing. The digest considers: (1) methods of response to students' written products; and (2) the measurement of quality as represented by effective classroom teaching methods. (SR)

ED 315 792 CS 212 241
Vultaggio, Barbara
Writing Exercises for High School Students. Teaching Resources in the ERIC Database (TRIED) Series.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-09-8
Pub Date—89
Contract—RI88062001
Note—91p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47408-2698 ($9.95 plus $2.00 postage and handling).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Audience Awareness, *Class Activities, Creative Writing, Descriptive Writing, Expository Writing, High Schools, Lesson Plans, *Teacher Developed Materials, Teaching Methods, Writing Assignments, *Writing Skills
Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans offers practical suggestions for developing high school students' writing skills. The 37 lesson plans in this book are divided into four sections: (1) descriptive; (2) audience/voice; (3) expository; and (4) creative. A user's guide, activity chart, and a 22-item annotated bibliography of related sources in the ERIC database are included. (RS)

ED 316 837 CS 009 967
McGowen, Carolyn Smith
Remedial Reading for Elementary School Students. Teaching Resources in the ERIC Database (TRIED) Series.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-14-4
Pub Date—90
Contract—RI88062001
Note—86p.
Pub Type— Guides - Classroom - Teacher (052) —

Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Class Activities, Elementary Education, Elementary School Curriculum, *Lesson Plans, *Reading Comprehension, Reading Games, *Reading Skills, *Reading Strategies, *Remedial Reading, *Teacher Developed Materials, Teaching Methods
Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans offers practical suggestions for teaching remedial reading at the elementary level. The 42 lesson plans in this book are divided into four sections: (1) creative activities; (2) games; (3) reading comprehension; and (4) reading skills. A user's guide, activity chart, and a 26-item annotated bibliography of related sources in the ERIC database are included. (RS)

ED 316 838 CS 009 969
Smith, Carl B.
An Overview of the ERIC Clearinghouse on Reading and Communication Skills. ERIC/RCS White Paper No. 1 (1990).
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—29 Mar 90
Contract—RI80062001
Note—13p.; Paper presented at the Annual Meeting of the Indiana State Reading Conference (Indianapolis, IN, March 29, 1990).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Database Producers, Databases, *Educational Resources, *Education Service Centers, Elementary Secondary Education, Higher Education, *Information Centers, Program Descriptions, Research Tools
Identifiers—*ERIC Clearinghouse on Reading and Commun Skills
The Educational Resources Information Center (ERIC) is a national network of 16 specialized clearinghouses and several central ERIC service facilities, each of which is charged with enhancing the ERIC database of educational resources by identifying hard-to-find materials including research reports, curriculum guides, conference papers, project/program reviews, and government reports. The ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects, evaluates, and disseminates educational information related to research, instruction, and personnel preparation at all levels and in all institutions, including documents on all aspects of reading and writing, English, journalism and mass communications, and speech and theater. ERIC/RCS also synthesizes and analyzes selected information from the database. Among the many products now available from ERIC/RCS are digests, FAST bibliographies, minibibliographies, and monographs. ERIC users play an important role in the identification of topics for future ERIC/RCS publications, and most of the authors are ERIC users. ERIC/RCS has a packet of descriptive literature about the ERIC system, and brochures and order forms for ERIC products and publications are available upon request. (RS)

ED 316 853 CS 009 986
Johns, Jerry L. Davis, Susan J.
Integrating Literature into Middle School Reading Classrooms. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-04
Pub Date—Apr 90
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408 (free, $2.00 postage and handling for up to 10 free items).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Intermediate Grades, Journal Writing, Junior High Schools, *Learning Activities, Literary Genres, *Literature Appreciation, Middle Schools, *Reader Response, Reading Aloud to Others, *Reading Instruction, Reading Interests, Reading Material Selection, Supplementary Reading Materials, Thinking Skills
Identifiers—ERIC Digests
One way that success in integrating literature into middle school classrooms has been achieved is by the systematic study of different genres of literature. Through a variety of activities, students can be engaged in comparisons, contrasts, and other higher-level thinking skills. Response journals, in which students react to their reading by writing, provide another avenue to promote reflection about the literature being read. To develop student interest in reading literature, teachers might try the following techniques: (1) suggest books that match student interest; (2) read literature aloud to the students; (3) give students time to read in class; and (4) make a great number of books available to students. (RS)

ED 316 881 CS 212 264
Sorenson, Sharon
Computers in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-15-2
Pub Date—90
Contract—RI88062001
Note—86p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($12.95 plus $2.00 per book postage and handling).
Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, *Class Activities, *Computer Assisted Instruction, Computer Software, Desktop Publishing, Elementary Secondary Education, *English Instruction, *Language Arts, *Lesson Plans, *Teacher Developed Materials, Word Processing
Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans offers practical suggestions for incorporating computers into the English/language arts classroom at both the elementary and secondary level. Because many teachers and administrators are using computers for the first time, the first section of the TRIED offers guidelines on the sequential organization of word-processing skills, software selection, class organization, desktop publishing, and a variety of other considerations for the effective integration of computers into the instructional program. The second section of the TRIED provides lessons using the computer in elementary language arts classes. The final section of the TRIED offers lessons for English teachers to use with their computer resources. A 47-item annotated bibliography of related resources in the ERIC database is attached. (RS)

ED 318 035 CS 212 324
Applebee, Arthur N.
Book-Length Works Taught in High School English Courses. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-05
Pub Date—May 90
Contract—RI88062001
Grant—G008720278
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Smith Research Center, Suite 150, Indiana University, Bloomington, IN 47408-2698 (no cost; up to 10 no-cost items, $2.00 postage and handling).
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Drama, Educational Research, *English Curriculum, *English Instruction, *Fiction, *High Schools, *Literature Appreciation, School Surveys
Identifiers—ERIC Digests, Literary Canon
This digest discusses the highlights of a study which surveyed (in 1988) the book-length works taught in high school English programs in public, parochial, and independent schools and then compared the survey results with results of a similar survey in 1963. The digest reports that the 10 titles most frequently taught in public, Catholic, and independent schools for Grades 9-12 are remarkable for their consistency more than their differences: the titles included in the top 10 are identical in the public and Catholic school samples, and nearly so in the independent schools. Additionally, the digest reports that the lists of most frequently required texts show little recognition of the works of women or of minority authors and have changed only minimally since 1963. (SR)

ED 318 039 CS 506 766
Alex, Nola Kortner
How to "Read" Television: Teaching Students to View TV Critically. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 89
Contract—RI88062001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audience Response, *Critical Viewing, *Curriculum Development, Evaluative Thinking, High Schools, High School Students, Mass Media Use, Models, Television Curriculum, *Television Viewing, *Visual Literacy
Identifiers—ERIC Digests, Media Courses, *Media Education, *Television Literacy
Although schools in many countries have initiated mass media education, American schools still give little consideration to any systematic study of the mass media. Students are particularly in need of learning how to apply basic critical viewing concepts to watching television, the most powerful and ubiquitous of the mass media. Most researchers and scholars advocate formal media education for high school students, arguing that it would make for better informed citizens, and that critical viewing will stimulate critical thinking. (NKA)

ED 319 046 CS 212 331
Davis, Susan J. Johns, Jerry L.
Language Arts for Gifted Middle School Students. Teaching Resources in the ERIC Database (TRIED) Series.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Indiana Univ., Bloomington. Center for Reading and Language Studies.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-16-0
Pub Date—90
Contract—RI88062001
Note—84p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($9.95 plus $2.00 postage and handling).
Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academically Gifted, Annotated Bibliographies, Class Activities, History Instruction, Intermediate Grades, Junior High Schools, *Language Arts, *Lesson Plans, Mass Media Role, *Middle Schools, Reading Instruction, Teacher Developed Materials, Theater Arts, Thinking Skills, Writing Instruction
Identifiers—Collaborative Learning, ERIC Digests
Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on language arts activities for gifted middle school students. The 40 lesson plans in this book cover history, literature, mass media, reading, theater arts, thinking skills, and writing. The book includes an activities chart which indicates the focus and types of activities (such as communication skills, collaborative learning, vocabulary development, etc.) found in the various lessons. A 41-item annotated bibliography contains references to research and additional resources. (RS)

BEST COPY AVAILABLE

ED 319 067 CS 212 359
Gottlieb, Stephen S.
The Right To Read: Censorship in the School Library. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-6
Pub Date—Jun 90
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47408-2698 (single copy, free; up to 10 no-cost items, $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Censorship, Court Litigation, Court Role, Information Sources, *Literature, School Community Relationship, *School Libraries
Identifiers—*Controversial Materials, ERIC Digests, *New Teachers, Pico v Island Trees Union Free School District
This digest examines the current status of outside attempts to censor literature in the school library. The digest (1) reports on several court cases which came about because literary works were removed from school libraries; (2) discusses the censors and their opponents; and (3) reviews some guidelines for new teachers who might be presented with censorship dilemmas. (NKA)

ED 320 138 CS 010 138
Sensenbaugh, Roger
Multiplicities of Literacies in the 1990s. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-7
Pub Date—Jul 90
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47408-2698 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Definitions, Educational Objectives, Elementary Secondary Education, Language Role, *Literacy, Reading Instruction
Identifiers—ERIC Digests
Discussing the evolving conception of literacy, this digest provides a current review of material in the ERIC database on the multiplicities of literacies. The digest includes sections on the broadening scope of literacy, acquisition of literacies, defining literacy, and expanding the domain of literacy. (RS)

ED 320 180 CS 507 185
Walker, Albert
Public Relations Bibliography 1986-1987.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Institute for Public Relations Research & Education, New York, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-11-X
Pub Date—90
Contract—RI88062001
Note—147p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 East 10th Street, Bloomington, IN 47408-2698 ($12.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Annotated Bibliographies, *Communication Research, Higher Education, *Media Research, *Public Relations
This edition of the public relations annotated bibliography (approximately 950 entries) contains titles published in 1986 and 1987 and includes books, magazines, master's theses, and doctoral dissertations that pertain to the practice and analysis of public relations. Among the extensive list of topics covered in the bibliography are: (1) business credibility and ethics; (2) communications; (3) consumerism; (4) government relations; (5) law; (6) media relations; (7) schools; and (8) writing techniques. A 65-item annotated bibliography of related materials in the ERIC database is attached. (RS)

ED 321 249 CS 010 181
Cousin, Patricia Tefft
Content Area Textbooks: Friends or Foes? ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 89
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 (Single copies free with a stamped self-addressed envelope).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Content Area Reading, Elementary Secondary Education, *Reading Comprehension, Reading Research, Textbook Content, *Textbook Preparation, *Textbook Research, Theory Practice Relationship
Identifiers—ERIC Digests, Textbook Design, *Text Factors
Research has indicated that current information about reading and the effective teaching of reading has not yet made much impact on content area textbooks. As a result, there is much room for improvement in how textbooks are written. Recent research has yielded a great deal of information about what makes a text more understandable and supportive to the student in learning concepts. Yet research in the area of text adaptation indicates that the process of revision is complex and cannot be addressed with simple solutions. Publishers also need to consider particularly the need for inclusion of additional graphics and attention not only to the content but also to the organization and style of the text. (Sixteen references are attached.) (RS)

ED 321 250 CS 010 205
Adams, Marilyn Jager
Beginning Reading Instruction in the United States. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-10
Pub Date—Oct 90
Contract—RI88062001
Note—3p.; For related documents, see ED 315 740, ED 317 950, and ED 320 128.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 (free with a stamped self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Reading, Educational Trends, *Literature Reviews, Phonics, Primary Education, *Reading Instruction, *Reading Research, Research Utilization, State of the Art Reviews, Teaching Methods, Theory Practice Relationship
Identifiers—Emergent Literacy, ERIC Digests
A child's success in learning to read in the first grade appears to be the best predictor of his or her ultimate success in schooling as well as all of the events and outcomes that correlate with that. Yet, across the research literature reviewed for a recent book, "Beginning to Read: Thinking and Learning about Print," children's first-grade reading achievement appears to depend most of all on how much they know about reading before they get to school. Differences in reading potential do not seem to be strongly related to poverty, handedness, dialect, gender, intelligence quotient, mental age, or to other such difficult-to-alter circumstances. Differences appeared to be due instead to learning and experience-and specifically to learning and experience with print and print concepts. Such differences can be taught away-provided that teachers have the knowledge, sensitivity, and support to do so. (RS)

ED 321 251 CS 010 224
Newman, Anabel Powell Beverstock, Caroline
Adult Literacy: Contexts and Challenges.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; International Reading Association, Newark, Del.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-87207-356-4
Pub Date—90
Contract—RI88062001
Note—232p.
Available from—International Reading Association, 800 Bardsdale Rd., Newark, DE 19714 ($9.00 members; $13.50 nonmembers); ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2508 E. 10th St., Bloomington, IN 47408-2698 ($9.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Books (010)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Adult Literacy, Adult Reading Programs, *Adults, *Educational History, Futures (of Society), Illiteracy, Literature Reviews, *Reading Research, Theory Practice Relationship
Identifiers—Workplace Literacy
Reporting recent and significant studies across the spectrum of the literacy movement to help plan the United States' literacy future, this book discusses the history of the adult literacy movement, especially in the United States, and the emergent definitions of adult literacy. The book also reports on the scholarship about, practice of, and challenges confronting the adult literacy movement. Chapters include: (1) "Adult Literacy: A New American Value"; (2) "What Literacy Has Come To Mean"; (3) "Measuring America's Literacy"; (4) "The Emergence of Thinking about Adult Literacy"; (5) "Adult Literacy Research: Surveying a New Field"; (6) "The National Coalition for Literacy"; (7) "Literacy Initiatives"; and (8) "The Challenges of Adult Literacy." (RS)

ED 321 253 CS 212 174
Eveslage, Thomas
The Supreme Court on "Hazelwood": A Reversal on Regulation of Student Expression. ERIC Digest No. 8.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 88
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost items, $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, Censorship, Faculty Advisers, *Freedom of Speech, Higher Education, High Schools, Journalism, *Legal Problems, School Newspapers, *Student Publications, Student Reaction
Identifiers—ERIC Digests, *Hazelwood School District v Kuhlmeier, *Supreme Court
This digest reviews earlier court decisions which led up to the Supreme Court's 1988 "Hazelwood School District v. Kuhlmeier" decision and also discusses the "Hazelwood" case's implications for freedom of student expression. The digest cites various documents in the ERIC database which deal with student journalism, censorship, and legal rights and responsibilities. (NKA)

ED 321 261 CS 212 411
Purves, Alan C.
Testing Literature: The Current State of Affairs. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-08
Pub Date—Aug 90
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth

St., Bloomington, IN 47408-2698 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Critical Reading, Evaluation Criteria, *Evaluation Methods, *Evaluation Problems, *Literature Appreciation, Secondary Education, State Standards, Student Needs, *Test Validity
Identifiers—Aesthetic Reading, ERIC Digests
A synthesis of the report, "The Current State of Assessment in Literature," (produced by the Center for the Learning and Teaching of Literature), this digest discusses methods of evaluating students' knowledge of literature. The digest argues that, by and large, the tests that now exist in the United States do not live up to the standards set by examination systems of countries in which student achievement in literature is high. A table of data regarding state assessment of literature achievement in the 1987-1988 school year in the northeast, southeast, central, and west United States is included. (NKA)

ED 321 334 CS 507 252
Aiex, Nola Kortner
Debate and Communication Skills. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-09
Pub Date—Sep 90
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 (free with a stamped self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audience Awareness, *Communication Skills, *Debate, Debate Format, Elementary Education, Intergenerational Programs, Middle Schools, Program Descriptions, Verbal Communication
Identifiers—Debate Strategies, ERIC Digests, Florida
Debate is an activity which can help young children learn to be part of a team without experiencing the intense competition that is present in athletics. For children, a focus on developing communication skills rather than on competition in debate can help foster attitudes of open-mindedness, fairness, and tolerance for the viewpoints of others. Examples of successful programs aimed at young children include: (1) "Kidspeak," an after-school program for grades three through six designed to teach oral communication skills; (2) a Florida State Department of Education program for middle school students; and (3) a cross-generational debate program emphasizing communication skills developed as a 4-H project. (RS)

ED 321 335 CS 507 267
Measell, James S.
Teaching the Introductory Public Relations Course: A Communication Perspective.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-20-9
Pub Date—90
Contract—RI88062001
Note—88p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($8.95 plus $2.00 postage and handling).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Assignments, *Communication (Thought Transfer), Communication Problems, Course Descriptions, Higher Education, *Public Relations, Teaching Guides, Teaching Methods
Identifiers—Applied Communication
Expressing a communication perspective on teaching public relations, this booklet is designed for instructors of public relations courses. The introduction to the booklet establishes the theoretical grounding of this investigation, namely, the mutual relationship between public relations and communication. The first section explicates the communication perspective for teaching public relations. The second section provides a series of examples of typical communication problems facing contemporary public relations practitioners. The coursework pages of the booklet embrace a composite course outline and sample student assignments, and the instructor's guide which is also provided replicates these assignments, adding teacher-to-teacher advice. Finally a "Sources and Resources" section presents a list of textbooks and other materials on a variety of communication and public relations-related topics. (RS)

EA

ED 309 504 EA 020 964
Smith, Stuart C., Ed. Piele, Philip K., Ed.
School Leadership: Handbook for Excellence. Second Edition.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-096-8
Pub Date—89
Contract—OERI-R-86-0003
Note—407p.; For individual chapters, see EA 020 965-979. For first edition, see ED 209 736.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207 ($15.95 prepaid; $2.50 domestic, $3.00 international, handling charge on billed orders; checks payable to ERIC/CEM Publications).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Administrator Qualifications, *Administrator Responsibility, *Administrator Role, Communication Skills, Conflict Resolution, Decision Making, *Educational Administration, Educational Environment, Elementary Secondary Education, *Excellence in Education, Instructional Leadership, *Leadership Qualities, *Leadership Styles, Management Teams, Meetings, Personnel Management, Principals, Problem Solving, Racial Discrimination, *School Administration, Sex Discrimination, Superintendents, Theory Practice Relationship
Recognizing the importance of good leadership to the achievement of educational excellence, the second edition of this handbook synthesizes a large body of school leadership literature and explores the subject from three perspectives: the person, the structure, and the skills. Part I examines characteristics of today's educational leaders; effective leadership styles and qualities; administrator training, hiring, and induction methods; and the scarcity of female and black school leaders. Part II looks at the organizational supports underlying school leadership. This section examines the balance of authority between the central office and the school site, the team approach to management, the decision-making context, and the components of school climate. Part III highlights leadership abilities needed by today's school administrators. Besides knowing how to manage the school's instructional program and staff, administrators must be able to communicate in today's more open, sharing organization; build coalitions of community groups; make meetings more productive; and manage time, stress, and conflict more effectively. Concerned about integrating theory with practice, the book offers many practical suggestions for using the information presented. Accompanying each chapter are extensive bibliographical references that appear at the end of the volume. (MLH)

ED 309 556 EA 021 183
Bowers, Bruce C.
State-Enforced Accountability of Local School Districts. ERIC Digest Series Number EA 36.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—OERI-R-188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Reports - General (140) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Accountability, *Change Strategies, Elementary Secondary Education, Excellence in Education, *Incentives, Institutional Autonomy, *Motivation Techniques, *Rewards, *Sanctions, School Effectiveness
Identifiers—ERIC Digests
Developments in several states suggest that a state-imposed accountability system is gradually taking shape. State authorities have established both incentive systems to reward high-performing school districts and systems of sanctions to be applied to districts with a record of repeated low performance. To accomplish this, a majority of states are now collecting from local districts a formidable array of statistics on student performance, including, at the very least, student achievement test scores, minimum competency scores, or both. Incentives are generally of two types: financial and deregulatory. Consequences of a state takeover of a district are also discussed. (13 references) (SI)

ED 309 563 EA 021 191
Klauke, Amy
Restructuring the Schools. ERIC Digest Series Number EA 37.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—OERI-R-188062004
Note—4p.; Original is printed on colored paper.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, *Educational Change, *Educational Improvement, Elementary Secondary Education, *School Based Management, *School District Reorganization
Identifiers—ERIC Digests, *School Restructuring
This ERIC digest focuses on school restructuring as the central issue in the school reform movement by answering five questions: (1) What is "restructuring?" (2) What characteristics of the current educational system are the objects of reform? (3) How can restructuring attend to new skills students will need? (4) How can individual schools implement a restructuring plan? (5) How can district officials participate in the restructuring process? The digest concludes by encouraging structural experimentation. In addition, any institutionalization of new structures should be predicated on school districts' reducing regulatory barriers; providing implementation, support, and technical assistance; linking rewards to performance; and researching and disseminating the results of effective new practices among their schools. (JAM)

ED 309 564 EA 021 192
Liontos, Lynn Balster
AIDS/HIV Education. ERIC Digest Series Number EA 38.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—OERI-R-188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Curriculum Design, *Curriculum Development, Elementary Secondary Education, *Health Education, *Health Programs, Public Schools, *Teacher Education Programs
Identifiers—ERIC Digests
This ERIC Digest explores issues connected with AIDS/HIV education in public K-12 education by

addressing five concerns: (1) Why are teenagers at risk? (2) What should be taught when? (3) Who should teach it and in what department? (4) How should teacher training prepare teachers to handle classroom, inservice, and community outreach HIV educational programs? (5) How can school boards avoid or deal with controversy? If comprehensive health education has been effective in reducing smoking and teen pregnancies, this Digest concludes that AIDS/HIV education may reduce this disease's incidence. (JAM)

ED 309 565 EA 021 193
Klauke, Amy
Choice in the Public Schools. ERIC Digest Series Number EA 39.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—OERI-R-188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 postage and handling, prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Innovation, Elementary Secondary Education, *Instructional Innovation, *Nontraditional Education, *Participative Decision Making, *Public Schools, School Based Management, *School Choice
Identifiers—*ERIC Digests
This Digest advocates alternative educational programs as ways to reduce dropout rates, increase academic and personal satisfaction and achievement, provide real options for struggling students, and generate improvement in all grade levels. The study discusses five concerns in relation to alternative school programs: (1) issues raised regarding choice options within and outside the public school system; (2) characteristics of public school alternative programs; (3) examples of educational options; (4) the implementation and management of alternative school programs within school districts; and, (5) the potential challenges for schools in the adoption of programs of choice. The Digest concludes by expressing the need for adequate planning in order to make alternative school programs practical, feasible, and mutually beneficial. (JAM)

ED 311 550 EA 021 320
Flinders, David J.
Voices from the Classroom: Educational Practice Can Inform Policy.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-093-3
Pub Date—89
Contract—OERI-R-188062004
Note—92p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($7.75 prepaid, quantity discounts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Classroom Environment, Educational Change, *Educational Policy, High Schools, *Staff Development, Teacher Administrator Relationship, *Teacher Student Relationship, *Teacher Welfare, *Teaching Conditions
Educational policy discussions typically exclude the teacher's voice and ignore constraints of time, energy, and resources that challenge teachers and hinder policy implementation. The case studies presented in this monograph attempt to restore the teacher's perspective. Rather than analyzing policy shortfalls stemming from teacher "apathy" or "incompetence," the booklet studies three successful high school English teachers committed to their profession and to visions of "best practice" within diverse classroom contexts. A qualitative approach based on interviews, classroom observations, and examination of written documents was employed to construct the case studies. Each case study contains a description of the teacher's school day and interpretive sections examining work demands and teaching strategies. All three teachers worked at suburban, comprehensive high schools with enrollments of about 1,500. Confronted with persistent demands of curriculum management, large classes, and time constraints, all teachers studied developed conservation and isolationist strategies to ensure their daily survival. Teachers' work environments resemble other "street level bureaucracies" (like police stations and welfare offices) characterized: by (1) inadequate resources; (2) ambiguous goals; (3) unclear performance evaluation criteria; and (4) nonvoluntary clients. Fortunately, the teachers did not process their students as they did their curricula, but negotiated cooperative alliances with students and bent rules in their interest. Policymakers need to follow these teachers' example and seek alliances with teachers, develop supportive staff development programs, relinquish tight control over classroom methods, and revamp their stereotyped images of teachers. (22 references) (MLH)

ED 311 593 EA 021 370
Andrews, Carl
Inducting Principals.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 89
Contract—OERI-R-86-0003
Note—6p.
Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00; quantity discounts).
Journal Cit—Research Roundup; v6 n1 Nov 1989
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrative Organization, Administrator Education, Annotated Bibliographies, Elementary Secondary Education, Higher Education, Instructional Leadership, Literature Reviews, *Occupational Information, Orientation, *Principals, *School Administration, School Supervision
Identifiers—*Beginning Principals
Principal induction is the process by which new school principals make the transition from theoretical to operational leadership. Many approaches to induction have been tried, ranging from simply handing over the building keys to comprehensive career development programs. To exemplify ongoing research and development in educational administration seeking to fill the gap between the idealized abstraction characteristic of principal academic preparation and the demanding reality confronted during their first years on the job, five studies are discussed in this document. First, Ron Hickey outlines the results of his survey of 34 new Kentucky principals and recommends, based on the compiled data, additional orientation in time management, communication with staff, working with parents, budgeting, and curricular instruction. Second, based on his recently completed study in the Midwest, John C. Daresh delineates the major problems confronting new principals and offers some promising recommendations. Third, Joseph W. Licata describes how a Louisiana State University project has organized a collaborative inservice training effort for 15 new principals. Fourth, Mark E. Anderson gives a comprehensive guide to the formation of strategies for successful principal induction. And fifth, Howard Sosne provides from personal experience a practical guide of "dos and don'ts" for new principals. (KM)

ED 311 603 EA 021 389
Student Self-Esteem. The Best of ERIC on Educational Management, Number 94.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Contract—OERI-400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Adolescent Development, Delinquency Causes, Elementary Secondary Education, High Risk Students, Literature Reviews, Middle Schools, Parent Student Relationship, *Self Esteem, *Self Evaluation (Individuals), *Student Development, *Student School Relationship, Success, Teacher Student Relationship
This annotated bibliography of 12 publications on student self-esteem includes six research studies that indicate the following: (1) it is the actual ability of students, not their self-concepts of ability, that make the difference in academic success; (2) students who feel strong parental pressure generally have lower self-esteem; (3) self-esteem has a negligible effect on subsequent delinquency, and delinquent behavior itself tends to lower, not raise, self-esteem; (4) there is no significant causal relationship between general self-esteem and academic achievement; (5) self-esteem is caused by prior success in the classroom; and (6) high self-esteem is a consequence of having experienced meaningful successes. Additional publications deal with: measuring self-esteem in early adolescents; steps administrators can take to raise students' self-esteem and to help students in middle-level schools enhance their self-perception; ways to block the no-effort strategy employed by students who have a fear of failure; helping students set meaningful goals that they can attain. Finally, one article argues that healthy self-esteem is based on a realistic and responsible assessment of one's self in all its aspects, and accepting the worth and rights of others. (MLF)

ED 311 604 EA 021 390
AIDS, Suicide, Drugs. The Best of ERIC on Educational Management, Number 95.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 88
Contract—OERI-400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Administrator Role, Annotated Bibliographies, Crisis Intervention, Curriculum Development, *Drug Abuse, Drug Use Testing, Educational Environment, Elementary Secondary Education, Leadership Responsibility, Literature Reviews, Prevention, *Principals, School Law, *Student School Relationship, Substance Abuse, Suicide
Identifiers—*Adolescent Suicide
In this annotated bibliography of 11 publications, 4 concern student suicide: (1) the role of the school in dealing with adolescent suicide; (2) a handbook for preventing suicide that includes warning signs and suggestions to help with the grieving process when a student suicide occurs; (3) guidelines for high school suicide prevention programs; and (4) suicide in middle-level schools. Of the four annotations concerning drug abuse in schools, three describe drug free schools, two in Oregon, and one in New York. The fourth citation is a legal memorandum on drug testing. The effect that the acquired immune deficiency syndrome (AIDS) has on the schools is the topic of three publications. The first deals with legal issues concerning AIDS and school. Two concentrate on teaching about AIDS: how to inform student of the ways that the virus can be transmitted so they can avoid contracting AIDS; and and how to incorporate AIDS education into the curriculum. (MLF)

ED 311 605 EA 021 393
Teacher Evaluation. The Best of ERIC on Educational Management, Number 99.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 89
Contract—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of

Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Classroom Techniques, Discipline, Educational Quality, Elementary Secondary Education, Faculty Development, *Teacher Effectiveness, *Teacher Evaluation, *Teaching Skills
The first 2 of the 11 publications reviewed in this annotated bibliography recommend the involvement of teachers in the evaluation of their colleagues. Subsequent reports include the following points: (1) those who are likely to benefit from an assessment are the competent instructors who know their subject well; (2) a discrepancy exists between state-of-the-art and actual teacher evaluation practices in the nation's 100 largest school districts; (3) effective teacher evaluation entails qualitative judgments; and (4) the two common flaws in teacher evaluation instruments are instructional undervaluing and vagueness. Additional publications reviewed describe evaluation strategies that incorporate assessment center exercises and extensive field observation, feature six diverse models aimed at evaluating teachers' ability to think and improve, propose a single system to encompass both formative and summative evaluations, and provide an overview of recent research on and discussion of teacher evaluation. (KM)

ED 311 606 EA 021 394
Ethics and the School Administrator. The Best of ERIC on Educational Management, Number 100.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 89
Contract—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrative Principles, *Administrator Responsibility, *Administrators, Annotated Bibliographies, *Codes of Ethics, Conflict of Interest, Elementary Secondary Education, *Ethics, Integrity, *Moral Values
Included in this annotated bibliography of 11 publications are reports asserting that ethical values are an integral part of school leadership and must not be neglected in the pursuit of academic excellence. Subsequent reports suggest that adequate moral socialization should be demonstrated by school administrators, focus on the ethical principles that must guide administrators when divulging information, and outline whether teachers should assume the responsibility of developing and enforcing ethical standards in the school. The remaining documents reviewed suggest that routine decisions sometimes involve ethical values and can be perceived as a pattern of wrongdoing; that administrators must become aware of how values and ethics affect the way that their school is run; and that objective ethical reasoning is possible, important, and aids in the understanding of methods of ethical reflection. (KM)

ED 312 746 EA 021 391
School-Based Management. The Best of ERIC on Educational Management, Number 97.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Budgeting, *Decentralization, Decision Making, Elementary Secondary Education, *Participative Decision Making, *School Administration, *School Based Management, School Supervision
The first 3 of the 11 publications reviewed in this annotated bibliography discuss both the benefits of school-based management (SBM) to educational quality and the appropriate degree of school district involvement in developing educational objectives, providing training for school management teams, and monitoring school-site leadership. Subsequent reports include: a study of the impact of SBM on accountability, flexibility, and efficiency; a review of four elements that are necessary for the school to become the primary decisionmaking unit; and a report that advocates evaluation of both the benefits and the potential problems of SBM before implementation. The remaining documents suggest that the district office should facilitate rather than dictate SBM, discuss the composition of SBM decisionmaking councils, encourage central office aid in decentralization by briefly and generally stating policy, explore the possibility of the school as the focal point for all endeavors without possessing complete authority, and investigate the SBM budgeting development and success. (KM)

ED 312 747 EA 021 392
Preparation of Principals. Best of ERIC on Educational Management, Number 98.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 89
Grant—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, *Administrator Role, Annotated Bibliographies, Assistant Principals, Elementary Secondary Education, Higher Education, *Principals, *School Administration, School Supervision, *Supervisor Qualifications
Included in this annotated bibliography of 11 publications are reports asserting that principals primarily are instructional leaders whose training must include a strong mentor relationship and expanded experiential education. Subsequent reports suggest that educational programs should prepare students for the socialization aspects of their future administrative roles, assert that student achievement is the most important outcome of schooling, explore the negative aspects of the reform movement and the imposition of a set of practices and curricula upon principals, address the disagreement among professors regarding an educational administration program due to the diversity of the school leadership role, and encourage the principal education programs to teach those skills specifically required for the administrative profession. The remaining documents reviewed suggest that: school districts should create assistant principal academies; traditional academic programs do not prepare their students for the complex and dynamic situations that principals face; university education departments have not adopted recent insights on principal preparation; and a restructuring of national understanding of future educational leadership requirements must occur. (KM)

ED 312 773 EA 021 431
Bowers, Bruce C.
Alternatives to Standardized Educational Assessment. ERIC Digest Series Number EA 40.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—OERI-R188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, *Criterion Referenced Tests, *Educational Assessment, *Educational Testing, Elementary Secondary Education, *Evaluation Methods, Mastery Tests, Norm Referenced Tests, *Student Evaluation, Student Placement
Identifiers—ERIC Digests
Standardized testing of American students provides comparative scores for the placement of individual students, enables students to make appropriate decisions regarding a future course of study, and offers the opportunity to assess the effectiveness of teachers, schools, and school districts. As a result of using standardized test scores for comparative purposes, however, "teaching to the test" is becoming a common practice in our nation's schools. Performance-based assessments offer an alternative to standardized testing by requiring students to demonstrate active skills. Because performance-based assessments are more easily scored using a criterion- rather than a norm-referenced approach, to maintain assessment reliability comparisons must be made with similar assessments made by other teachers in other settings, the adoption of an exemplary system involving regular meetings between teachers responsible for scoring would be necessary. Such a shift in testing methodology sacrifices reliability for the benefits of validity. (9 references) (KM)

ED 312 774 EA 021 432
Peterson, David
Strategic Planning. ERIC Digest Series Number EA 41.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—OERI-R188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Planning, Educational Objectives, *Educational Planning, Elementary Secondary Education, *Long Range Planning, Master Plans
Identifiers—ERIC Digests, *Strategic Planning
Within the field of education, the act of planning implies that the schools are more than passive pawns in the hands of socioeconomic forces. The current profound demographic changes, which will continue to reshape the nation and its schools in the coming decades, make strategic planning particulary important. Implementing a strategic plan first involves summarizing and documenting the district's purpose and operations, what it wants to accomplish, and what it does; everyone concerned with public education should participate in the strategic plan's creation. Further, the strategic plan should be fully discussed and publicized before it is implemented; must find its way into the district's budget and job descriptions; and should be for the duration of at least 5 years with annual reviews. (8 references) (KM)

ED 312 775 EA 021 433
Peterson, David
Superintendent Evaluation. ERIC Digest Series Number EA 42.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—OERI-R188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement, *Administrator Evaluation, *Boards of Education, Competence, Elementary Secondary Education, Job Performance, *Personnel Evaluation, *Superintendents
While a superintendent evaluation offers the

school board protection from lawsuits and criticism from both terminated superintendents and constituents angered over the superintendent's performance and salary, it also offers encouraging praise, instructive criticism, and suggestions for overcoming shortcomings and problems. The performance appraisal system, a useful and flexible tool for superintendent evaluation, requires the board members–with the superintendent's cooperation–to identify and prioritize the superintendent's major goals before the year begins. Additionally, objectives, like goals, must be established before the evaluation period begins. The final evaluation should be in written form and should focus on how effectively the superintendent accomplished the goals and objectives agreed upon. (10 references) (KM)

ED 312 776 EA 021 434
Peterson, David
Parent Involvement in the Educational Process. ERIC Digest Series Number EA 43.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—OERI-R188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Improvement, *Educational Innovation, Elementary Secondary Education, Family Influence, *Family Involvement, *High Risk Students, *Parent Participation, *Parent Role
Identifiers—ERIC Digests
Children whose parents are involved in their formal education, among other things, have better grades, test scores, and long-term academic achievement than those with disinterested mothers and fathers. Tutoring is probably the best way for parents to participate in public education, but parental attitudes and expectations toward academic achievement can be as important as explicit teaching activities. The term "at-risk" is not synonymous with minority student, student in poverty, or student in single parent or restructured household; however, some family characteristics do inhibit academic achievement. The design of a program that allows parents to interact with school professionals as colleagues or peers would be a positive way to foster parental involvement in education. Further, to stimulate parental participation, administrators can hire staff sympathetic to parent involvement, alert parents to home education's advantages, and use signed parent/teacher education contracts. (10 references) (KM)

ED 313 800 EA 021 483
Mills, Geoffrey E.
A Consumer's Guide to School Improvement. Trends and Issues Series, Number 4.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-101-8
Pub Date—Jan 90
Contract—R188062004
Note—33p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 prepaid; $2.50 postage and handling on billed orders).
Pub Type— Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Role, *Change Strategies, *Cooperation, Coping, *Educational Improvement, Elementary Secondary Education, Instructional Improvement, *Models, *Program Implementation, School Effectiveness
Intended as a synthesis of current literature on school improvement and educational change, this guide attempts to provide central office personnel, principals, teachers, and parents with an overview of five school improvement models, along with practical suggestions for improving instructional programs. The second chapter summarizes relevant literature, focusing on two themes: the actors in the change process and impediments to change. Specifically discussed are district administrators' and principals' roles in the change process, principals' strategies for coping with change, the effect of teacher and administrator career paths on innovation, and "top-down" versus "bottom-up" change. The third chapter examines five school improvement models (the Structure of School Improvement, Onward to Excellence, Program Development Evaluation, School-Based Improvement, and the School Improvement Process) and summarizes common program characteristics. The final chapter presents qualifying assumptions (including the need for multilevel cooperation and strategies for managing the slowly evolving change process) and seven recommendations: (1) fostering an attitude favorable to change; (2) broadening participation; (3) identifying and defining problem areas and key school effectiveness research elements; (4) deciding on long-range goals; (5) developing an information and feedback system; (6) anticipating obstacles and ways to overcome them; and (7) promoting a spirit of collaboration among participants. A bibliography of 40 references is included. (MLH)

ED 314 842 EA 021 531
School Improvement Teams. The Best of ERIC on Educational Management, Number 102.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 90
Contract—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Organization, Annotated Bibliographies, Decision Making, Elementary Secondary Education, *Management Teams, *Participative Decision Making, *School Based Management, *Teacher Participation, *Teamwork
The reports included in this annotated bibliography of 11 publications on school improvement teams suggest that ownership and commitment to improvement are natural consequences of shared planning and decisionmaking, that overcentralization has severely limited the scope of teachers' professional discretion, and that quality circles–stressing active employee participation–can enhance schools. Subsequent reports examine four models of structured teacher participation in school management; explore a site-based improvement program in eight Oaklahoma City schools that began with training the principal, a teacher, and a parent at each school; review a book offering step-by-step assistance for school improvement teams in which teachers play leading roles; and detail how school improvement teams healed the wounds from a teachers' strike in Minnesota. The remaining documents considered include an annotated bibliography on school improvement teams, a report on collaborative and prompt goal setting as the key to improving schools, and a description of a program in Fairfax County (Virginia) designed to increase participation in school management. (KM)

ED 315 864 EA 021 578
Aumague-DeSpain, JeanMarie Baas, Alan
Censorship of Curriculum Materials. ERIC Digest Series Number EA44.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—R188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Freedom, *Censorship, Curriculum Evaluation, Elementary Secondary Education, *Instructional Effectiveness, *Instructional Materials, Intellectual Freedom
Identifiers—ERIC Digests
What schools should teach and what materials they should use are fundamental questions. Censorhsip of K-12 curriculum materials threatens academic freedom, diversity of thought, and other important educational values. The definition of censorship is itself the subject of disagreement. Censorship cannot be clearly distinguished from the gatekeeping function that is exercised by those who select materials for use in schools. The legal trends in censorship issues, as they can be deduced from Supreme Court cases, are very broad and appear to be allowing schools broad discretion with respect to curriculum materials, methods, and programs. Good internal communications and public relations offer the best way to avoid unnecessary controversy. The district must specify criteria for making curriculum judgments, identify personnel to make those decisions, and provide written rationales for including or excluding potentially controversial materials. Educators should follow clearly defined procedures from initial response to a complaint through to its resolution. (8 references) (SI)

ED 315 865 EA 021 579
Klauke, Amy
Coping with Changing Demographics. ERIC Digest Series Number EA45.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—R188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cultural Differences, *Educational Development, Educational Improvement, Elementary Secondary Education, *Enrollment Rate, Migration, *Migration Patterns, Public Schools, *School Demography, *School Effectiveness, Sociocultural Patterns
Identifiers—ERIC Digests
Studying local and national population distribution, as well as economic and social patterns, is becoming crucial for educators who serve rapidly changing communities. School officials should take into consideration the tremendous diversity in cultures, economic and family situations, and educational levels existing within an ethnic group. Several social and economic patterns characterize today's student population: (1) low income, two-income, single-parent, and homeless families are all on the rise; and (2) drug and alcohol abuse, pregnancy, suicide, and teenage dropout rates continue to challenge school districts. School officials can investigate demographic changes in their district in several ways, but it is recommended to compare enrollment by grade level to establish migration rates. As a result of shifting cultural makeup of student enrollment, the nation's schools will have to create productive, multicultural environments and address issues of racism and ethnicity. Comprehensive help to at-risk and low-achieving students is recommended. (11 references) (SI)

ED 315 909 EA 021 668
Bowers, Bruce C.
Initiating Change in Schools.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 90
Contract—OERI-R188062004
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 prepaid postage and handling).
Journal Cit—Research Roundup; v6 n3 Apr 1990
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)

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EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, *Change Agents, Cooperation, *Educational Change, Elementary Education, Elementary Secondary Education, *Leadership Styles, *Principals, Program Implementation
Identifiers—*Institutionalization (of Goals), *School Culture

Schools are expected not only to conserve society's values and standards, but to be dynamic organizations with built-in mechanisms for incorporating rapid, far-reaching change. Although change is unlikely unless at least one highly motivated individual assumes the role of initial change agent, lasting change requires more than the efforts of a single person. Pat L. Cox and her colleagues found that change can be successfully implemented within a school only if it has been institutionalized at both the individual and organizational levels. Once an innovation has been initiated, the principal becomes a key player in the change process, as shown in two articles originating from a year-long study of schools where innovations had been initiated at the district level. Shirley M. Hord and Leslie Huling-Austin found that successful program implementation hinged on the principal's actions in four support function areas. Gene E. Hall argues that successful implementation of innovation is also determined by principals' use of an "initiator" leadership style. Roland Vandenberghe's study of educational innovation in Belgian elementary schools corroborates Hall's leadership style thesis and suggests that proposed innovations should be made meaningful to those (primarily teachers) who must expedite the change. Finally, Kent D. Peterson views the school as a culture whose shape and direction can be powerfully influenced by the principal's action or inaction. (MLH)

ED 316 918 EA 021 574
Smith, Stuart C. Scott, James J.
The Collaborative School: A Work Environment for Effective Instruction.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Secondary School Principals, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-092-5
Pub Date—90
Contract—OERI-R-86-0003
Note—85p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($8.00 prepaid; $2.50 postage and handling on all billed orders).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Role, *Cooperation, Elementary Secondary Education, Participative Decision Making, Principals, *Teacher Administrator Relationship, *Teaching Conditions, *Teamwork, *Work Environment
Identifiers—*Isolation (Professional)

The benefits of a collaborative work setting--including such practices as mutual help, exchange of ideas, joint planning, and participative decision-making--have been consistently confirmed by studies of effective schools and successful businesses. However, teacher isolation remains the norm. Drawing on recent research and educators' first-hand experiences, this book explores the benefits of collaboration, describes various collaborative practices and programs already occurring in schools, and shows how these practices can be introduced using currently available resources. As chapter 1 shows, collaboration has no single model and can occur in formal programs or informally among a few faculty members. Collaboration cannot be imposed from above, but depends on educators' voluntary efforts at self-improvement through teamwork. Collaborative schools foster help-related exchange, harmonize teachers' professional autonomy and principals' managerial authority, and convert teacher accountability to a self-policing policy. The second chapter shows the costs of self-imposed, professionally sanctioned teacher isolation, as contrasted with the benefits of collaboration, including increased professional development opportunities, improved student cooperation, and a more collegial learning environment. The third chapter surveys current collaborative practices in such areas as school improvement, professional development, teacher evaluation, and school decision-making. Chapter 4 shows that developing new practices is itself a collaborative process involving all school professionals. Strategies are suggested for principals desiring to encourage collaboration and for comprehensive and modest undertakings. Policymakers' promotion of instructional leadership might help principals create a truly professional teaching environment. (84 references) (MLH)

ED 316 957 EA 021 781
Klauke, Amy Hadderman, Margaret
Drug Testing. ERIC Digest Series Number EA38 (Revised).
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062004
Note—3p.; Revision of ED 307 656.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, *Alcohol Abuse, Athletes, *Drug Abuse, *Drug Use Testing, Elementary Secondary Education, *Legal Problems, Prevention, *School Responsibility, Student Attitudes
Identifiers—New Jersey v TLO, Oldenham v Carlstadt East Rutherford Reg Sch Dist, Schail v Tippecanoe County School Corporation, Urinalysis

Despite privacy concerns, school administrators are feeling pressure to adopt urgent measures to keep drugs and alcohol from further endangering our youth's well-being and undermining staff performance. This urgency is reinforced by a national anti-drug campaign and Congressional passage of the Drug-Free Workplace Act (1988) and the Drug-Free Schools and Communities Act (1986, with 1989 amendments) tying institutional compliance to federal funding eligibility requirements. Drug testing raises issues pertaining to the First and Fourteenth Amendments. Although an earlier appellate court case upheld the need for a "factual basis" of suspicion before subjecting a teacher to urinalysis, two 1989 U.S. Supreme Court cases involving public employees ruled that public safety considerations outweighed privacy and individualized suspicion requirements. Attempts to pretest student athletes raise the issue of whether extracurricular activities are rights or privileges. Also, urinalysis and breathilizer tests can inaccurately reflect an individual's use or abuse of a controlled substance, particularly marijuana. According to one case analysis, school officials have no authority to regulate offcampus conduct having no bearing on properly maintaining the educational process. Mandatory urinalysis should be based only on individualized suspicion and satisfy both prongs of the T.L.O. v. New Jersey test for search and seizure constitutionality (i.e., reasonable suspicion and appropriate circumstances). Various drug education and prevention measures are recommended. (Nine references) (MLH)

ED 318 131 EA 021 882
Andrews, Carl
Evaluating Principals. Research Roundup.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 90
Contract—OERI-R-86-0003
Note—6p.
Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00; quantity discounts).
Journal Cit—Research Roundup; v6 n2 Feb 1990
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Effectiveness, *Administrator Evaluation, Annotated Bibliographies, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *Principals, Professional Development, Supervision

Five recent studies included in this annotated bibliography highlight the diverse facets of an effective principal evaluation system. A technical report by Jerry W. Valentine and Michael L. Bowman includes a clinical instrument for assessing teachers' perception of principals' effectiveness. In a second report, Daniel L. Duke and Richard J. Stiggins give voice to pleas from principals that their chronic isolation from the central office be remedied by the institution of channels for ongoing communication. A report by Joseph Murphy and others examines the process of principal supervision and evaluation used by 12 California school districts whose student achievement scores are consistently excellent. A study by William C. Harrison and Kent D. Peterson examines the contrast between principals who were satisfied with their superintendents' handling of an evaluation procedure and those who were not. The final selection, a study by Mark E. Anderson, assimilates the lessons of previous research to layout a strategy for principal evaluation that balances accountability with the nurturing of professional development. The study also contains detailed descriptions of systems used by two highly regarded Oregon school districts to evaluate their principals, and offers recommendations for other interested districts. (MLF)

ED 318 132 EA 021 883
Piele, Philip K.
The Politics of Technology Utilization: From Microcomputers to Distance Learning. Trends & Issues Series, Number 3. A Series of Papers Highlighting Recent Developments in Research and Practice in Educational Management.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-100-X
Pub Date—Oct 89
Contract—RI88062004
Note—21p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 plus $2.50 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communications Satellites, *Computer Uses in Education, *Distance Education, Educational Trends, Elementary Secondary Education, Futures (of Society), Government School Relationship, Information Utilization, Interactive Video, *Microcomputers, *Political Issues, Political Power, *Politics of Education, Public Schools, Technological Advancement, *Telecommunications
Identifiers—*Technology Utilization

The external politics of technology utilization in schools involving local, state, and federal levels of government is the central focus of this paper. Interest group politics are also examined, especially as practiced at the state level by professional associations representing teachers, administrators, and school board members. The first chapter examines the failure of the microcomputer to transform the traditional role of the teacher in the schools and then assesses the promise of interactive distance learning to do so. The primary conclusion reached is that only technologies like interactive distance learning, with its capacity to offer an educationally viable and cost-effective alternative to the classroom teacher, will have a real impact on schools. The second chapter describes the technology of interactive distance learning and state-level providers of distance learning services as well as the federal role in distance learning. The third chapter analyzes, at each of the three educational governance levels, political and legal issues that have been raised by distance learning. In the years ahead teacher unions may find themselves in some difficult political battles either to prevent school districts from obtaining and expanding interactive distance learning instruction or to compensate teachers for mastering its use. (24 references) (MLF)

ED 318 133 EA 021 884
Bielefeldt, Talbot
Classroom Discipline. Research Roundup.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—OERI-R-86-0003
Note—6p.
Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00 prepaid; quantity discounts).
Journal Cit—Research Roundup; v5 n2 Feb 1990
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Classroom Environment, Classroom Research, *Classroom Techniques, *Discipline, Elementary Secondary Education, Instructional Effectiveness, Research and Development, Research Utilization, *Teacher Effectiveness, Theory Practice Relationship
Recent research in classroom discipline tends to show that discipline is a by-product of effective instruction and classroom management. The five publications reviewed in this annotated bibliography explore aspects of the complex classroom environment that relate to student discipline. Walter Doyle's chapter on "Classroom Organization and Management" in the third edition of the "Handbook of Research on Teaching" synthesizes the relationship among management, student engagement, and discipline. An Oregon School Study Council Bulletin, "The Challenge of Classroom Discipline," focuses on common principles of classroom discipline and urges educators to use and disseminate the available base of proven techniques. Jere Brophy and Mary Rohrkemper investigate teachers' strategies for dealing with the hostile-aggressive student. Timothy Turco and Stephen Elliott look at discipline from the other side, surveying students to discover what kinds of interventions are most acceptable to children. Finally, in "The Intern Teacher Casebook," details of early classroom conflicts are recorded by teachers in training along with commentary by outside observers. (MLF)

ED 319 145 EA 021 880
Morey, Ann I., Ed. Murphy, Diane S., Ed.
Designing Programs for New Teachers: The California Experience.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-104-2
Pub Date—Apr 90
Contract—RI88062004
Note—127p.
Available from—Publication Sales, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($13.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Alternative Teacher Certification, Beginning Teacher Induction, *Beginning Teachers, *Elementary Secondary Education, *Teacher Education, *Teacher Education Programs, *Teacher Effectiveness, Teacher Evaluation, Teacher Guidance
Identifiers—California
Nine articles by California educators are included in this guidebook for the planning and implementation of beginning teacher support programs, with a focus on improving teacher quality and retention. An explicit relationship between the conceptual framework and the operational program increases the effectiveness of such programs. Chapters titles and authors are as follows: (1) "A Context for Analyzing State Supported New Teacher Reform Efforts in California," by Laura A Wagner; (2) "Conceptual Frameworks and Models of Assistance to New Teachers," by Mary Gendernalik Cooper; (3) "Content and Strategies for Assisting New Teachers," by Diane S. Murphy, Katherine K. Merseth, and Ann I. Morey; (4) "The Role of Experienced Educators in Assisting New Teachers," by Judith H. Shulman and Victoria L. Bernhardt; (5) "The Role of the University in New Teacher Programs," by Victoria L. Bernhardt and Judith H. Shulman; (6) "Program Administration," by Louise Bay Waters, Carlyn Cates, and Cynthia Harris; (7) "Models of New Teacher Instruction Programs"; (8) "A Policy Framework for New Teacher Support," by Douglas E. Mitchell and David Hough; and (9) "Beginning Teacher Assessment Activities and Developments in California," by Gary D. Estes, Kendyll Stansbury, and Claudia Long. Appendices include a section on resources for beginning teacher support and a list of contributors. (8 references) (LMI)

ED 320 193 EA 021 476
The Role of the School: Educational or Social? The Best of ERIC on Educational Management, Number 101.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 90
Contract—400-86-0003
Note—5p.; Contains some text on colored paper.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Family Problems, *Homeless People, *Institutional Cooperation, School Demography, *School Responsibility, *Social Responsibility
The first of 11 annotated publications on schools' growing social responsibilities examines ways for schools to help with students' changing family situations (mainly through divorce) and increase educators' sensitivity to the stigma attached to nontraditional families. The second takes issue with those using the schools "as a catchall for problem social issues and as whipping boys" for the United States' diminished economic standing. The next two publications emphasize the need for cooperation among schools and social service agencies for the benefit of children and their families. The fifth article portrays a Texas superintendent's efforts to establish a "lighted schoolhouse" to assist homeless children. H.B. Pinkney's brief article argues persuasively for more support and less criticism for schools struggling to provide expanded services. The next article recounts a Queens, New York, principal's efforts to establish an afterschool care center for kids living in welfare hotels. The two succeeding papers on the problems facing schools argue for less criticism and more cooperation. The next article, a reassessment of the progressive educational legacy, points out that turn-of-the-century reformers went way beyond "Great Society" goals to demand free lunch programs, social workers, health clinics, summer programs to serve the poor, and night school programs for adults. The last article recommends that schools cooperate with social agencies and set limits on what the community can expect of them. (MLH)

ED 320 195 EA 021 575
Bridges, Edwin M.
Managing the Incompetent Teacher. Second Edition.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-102-6
Pub Date—90
Contract—R188062004
Note—97p.; For previous edition, see ED 245 296.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.95 prepaid, plus $2.50 postage and handling).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Accountability, Administrator Responsibility, *Due Process, Elementary Secondary Education, *Job Performance, *Teacher Dismissal, *Teacher Effectiveness, *Teacher Evaluation, Teacher Improvement, Teacher Responsibility
Featuring the same practical guidelines for ridding schools of incompetent teachers as the 1984 edition, this new edition incorporates substantially revised material on three topics: criteria and information sources for evaluating teaching effectiveness, remediation procedures, and grounds for dismissal. The book presents an eight-step systematic, organizational approach to resolving several interrelated problems: (1) the legal barriers to dismissing tenured teachers for classroom incompetence; (2) the technical problems of evaluating teacher effectiveness; and (3) the human obstacles, chiefly supervisors' unwillingness to discharge teacher evaluation, remediation, and dismissal responsibilities. The eight steps are: (1) establishing teaching excellence as a high district priority; (2) adopting and publishing reasonable teacher evaluation criteria; (3) adopting sound procedures for determining whether teachers satisfy these criteria; (4) providing unsatisfactory teachers with remediation and a reasonable time to improve; (5) ensuring that appraisers have the requisite competencies; (6) providing appraisers with necessary resources; (7) holding appraisers accountable for evaluating and dealing with incompetent teachers; and (8) providing incompetent teachers with a fair hearing prior to making the dismissal decision. The final chapter recommends strategies for creating environmental conditions conducive to success. A commitment to ongoing leadership is essential. An appendix contains the District Evaluation Practices Inventory, designed to be used in conjunction with this handbook. (143 references) (MLH)

ED 320 196 EA 021 582
Beswick, Richard
Racism in America's Schools. ERIC Digest Series, Number EA 49.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Ethnic Bias, Ethnicity, Ethnic Relations, Minority Groups, Multicultural Education, *Racial Attitudes, *Racial Bias, *Racial Discrimination
Identifiers—ERIC Digests
Schools play an important role in combatting racism, which, despite a quarter century of desegregation, may be increasing. Possible solutions offered in this report are: public declarations of repugnance for racism; multicultural educational programs; use of teachers as role-models; and effective use of tolerance-generating resources. Several other motivational and confrontational strategies used by educators to change racist behavior are discussed. Schools can preserve ethnic identity without sacrificing social integration by offering programs that recognize the distinction between the meanings of culture and ethnicity. Multicultural education must distinguish between culture and ethnicity if it is to preserve ethnic identity while facilitating social integration. Multicultural education offers excellent ways to uncover prejudice and to stimulate appreciation for racial and ethnic differences. (12 references) (LMI)

ED 320 197 EA 021 583
Lionton, Lynn Balster
Collaboration between Schools and Social Services. ERIC Digest Series, Number EA 48.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—R188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disadvantaged, Elementary Secondary Education, Government Role, *Institutional Cooperation, *School Responsibility, *Social Problems, *Social Services
Identifiers—ERIC Digests, *Joining Forces (NASBE)

The growing chasm between society's complex problems and what the systems can do to help is driving reform in all sectors. Just as schools alone cannot compensate for the disadvantage created by troubled homes and communities, welfare and social agencies cannot hold out a hopeful future to clients lacking employment abilities. Comprehensive problems call for comprehensive services to the whole person and community. Family crises and poverty conditions must be alleviated if children are to concentrate in the classroom; children must succeed in the classroom if they are to support themselves and avoid long-term dependency as adults. Demographics and financial reasons also support collaboration. "Joining Forces," a National Association of State Boards of Education report, has launched a national effort to help education and social services work together to aid children and families at risk. Areas for collaboration include health care, income support, family social services, tutorial and remedial help, before- and after-school care, improved parental literacy and involvement, linkage between employment and education, and attendance policies seeking to retain rather than exclude. Advice is provided for understanding the problem and building interagency collaboration. Examples of collaborative efforts in New Hampshire, Washington, D.C., Texas, and Michigan are summarized. Tips are provided for ensuring collaborative success that transcends special project status and attempts fundamental organizational change. (Nine references) (MLH)

ED 321 341 EA 021 576
Smith, Stuart C. And Others
Working Together: The Collaborative Style of Bargaining.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-103-4
Pub Date—90
Contract—RI88062004
Note—82p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.75 prepaid; $2.50 postage and handling on all billed orders).
Pub Type— Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Collective Bargaining, *Cooperation, Elementary Secondary Education, Guidelines, *Labor Relations, Program Implementation, *Teacher Administrator Relationship, *Unions
Identifiers—Adversarial Approach, *Professionalism, *Teacher Status

Although conventional collective bargaining has helped teachers achieve greater professional status, its win/lose approach causes participants to overlook shared educational objectives. Since the first experiments in win/win bargaining, the acrimony generated by the adversarial process has led an increasing number of school districts to incorporate trust, problem-solving, and cooperation into their bargaining procedures. This book describes ongoing experiments with collaborative bargaining, using information gleaned from journal and newspaper articles, reports obtained through ERIC database searches, and telephone interviews and correspondence with personnel in districts employing collaborative bargaining. Insights are shared regarding the most effective collaborative bargaining procedures and pitfalls threatening the process. Chapter 1 reviews teacher union achievement, the pros and cons of union membership, teachers' professional image, and the unions' role in school reform. Chapter 2 examines collective bargaining as traditionally implemented in industry and education and lists reasons for current efforts to restructure the process. Chapter 3 addresses whether the collaborative style can compete with traditional adversarial bargaining as a method of securing higher teacher salaries and benefits. In chapter 4, specific district models are presented to show how districts have adapted collective bargaining processes to their specific situations, focusing on drawbacks and necessary modifications. Benefits and common elements are also summarized. Chapter 5 offers 24 guidelines to consider before, during, and after implementing collaborative bargaining. An appendix presents position statements by four national educational organizations. (50 references) (MLH)

ED 321 342 EA 021 577
Crampton, Faith E.
Fiscal Policy Issues and School Reform. ERIC Digest Series Number EA 50.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Accountability, Budgeting, *Cost Effectiveness, Curriculum Development, *Educational Change, *Educational Finance, Educational Trends, Elementary Secondary Education, Equal Education, Federal State Relationship, *Financial Policy, Futures (of Society), Graduation Requirements, School Based Management, School Choice, School Restructuring
Identifiers—ERIC Digests

Reforms in education have raised two critical fiscal policy issues: How is education reform to be financed? and Do the dollars spent on education reform make a difference? Schools can successfully meet these challenges by practicing sound fiscal management and placing an emphasis on cost-effectiveness and accountability. In the future, a rethinking of the federal role will be necessary particularly in the funding of student equity issues and technological innovation in learning. (9 references) (MLF)

ED 321 343 EA 021 580
Gaustad, Joan
School Security. ERIC Digest Series Number EA 46.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aggression, Attitude Change, *Behavior Change, *Crime Prevention, *Crisis Intervention, Discipline Policy, Elementary Secondary Education, *Legal Responsibility, Needs Assessment, Police School Relationship, *School Community Relationship, *School Security
Identifiers—ERIC Digests

Preventive and coping strategies that provide school security include techniques to obtain and analyze data in order to identify trends and to develop a school security needs assessment. Other security measures involve special training for teachers, supervision, and a crisis plan. Administrators who examine and upgrade their schools' security systems may not be able to prevent all crime, but they can protect their schools from liability in court. Ten resources are listed. (MLF)

ED 321 344 EA 021 581
Baas, Alan
The Role of Business in Education. ERIC Digest Series Number 47.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Corporate Support, Educational Objectives, *Educational Trends, *Education Work Relationship, Elementary Secondary Education, *Futures (of Society), *School Business Relationship, School Community Relationship
Identifiers—*Business Role, ERIC Digests

Businesses are working with schools in ways that can affect every aspect of the education process. The most widespread form of business help takes place in the classrooms. School leaders need to be clear with themselves as to how much and what kind of involvement they want businesses to have in their schools. Business leaders can also help schools by actions in their own environment such as offering childcare at the workplace and allowing employees flexible schedules. Thirteen references are listed. (MLF)

ED 321 368 EA 021 992
Bowers, Bruce C.
State Efforts To Deregulate Education. ERIC Digest Series Number EA 51.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *Educational Improvement, Elementary Secondary Education, Public Schools, *School District Autonomy, School Districts, *School Effectiveness, *School Restructuring, State Legislation, *State School District Relationship
Identifiers—*Deregulation, ERIC Digests

More than 20 states have adopted some form of regulation-relief legislation for their public schools. Two major issues confront the movement to deregulate the schools. The first is that there have been surprisingly few takers of regulation waivers; and second, whether, even if current deregulation efforts are successful, the end result is really the sought-after improved educational outcome. It appears that a major stumbling block to the practical implementation of state-level deregulation legislation is the dearth of suggested alternatives to the existing educational system. However, this may change as innovations become more widely available and establish credibility. (9 references) (MLF)

ED 321 391 EA 022 043
The Role of Business in the Schools. The Best of ERIC on Educational Management Number 102.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 90
Contract—400-86-0003
Note—6p.; Portions printed on dark background may reproduce poorly.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Business Responsibility, Cooperative Education, *Corporate Support, Elementary Secondary Education, Human Capital, Private Sector, Productivity, *School Business Relationship, School Restructuring

Annotations of ERIC literature on the role of business in the schools are presented in this document. The following 10 items are reviewed: "What Reform Talk Does: Creating New Inequalities in Education," by Michael W. Apple; "Guidelines for Business Involvement in the Schools," by the Association for Supervision and Curriculum Development; "Investing in People: A Strategy to Address

America's Workforce Crisis," by the Commission on Workforce Quality and Labor Market Efficiency; "Taking a Cue from Business–Schools Can Become More Responsive," by Robert DeBlois; "A Blueprint for Business on Restructuring Education," by Frederick S. Edelstein; "Will Schools Get the Business?" by Will Englund; "An Education Recovery Plan for America," by David T. Kearns; "Business Involvement and Public School Improvement," by Dale Mann; "Partners in Education: An Old Tradition Renamed," by Daniel W. Merenda; "The Compact Project. School-Business Partnerships for Improving Education. Corporate Action Package," by the National Alliance of Business, Inc.; and "Company-School Collaboration: A Manual for Developing Successful Projects," by Sheila Onuska. (LMI)

ED 321 419 EA 022 104
Gaustad, Joan
Gangs. ERIC Digest Series Number EA 52.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062004
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management College of Education, University of Oregon, Eugene, OR 97403 ($2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Problems, Community Action, Community Coordination, Community Involvement, Community Resources, Crime, *Delinquency, Discipline, *Discipline Policy, *Discipline Problems, Dress Codes, Elementary Secondary Education, Ethnic Groups, Intervention, Outreach Programs, Prevention, School Involvement, School Policy, *School Safety, School Vandalism, Student Subcultures, Urban Schools, Violence
Identifiers—ERIC Digests
An increase in gang violence and mobility in the last 20 years has alarmed members of the public school community. Gang membership, formation, location, and growth are described. Strategies to counteract gang activity, such as school discipline policies, school and community prevention programs, information sharing networks, and state legislation, are discussed. (9 references) (LMI)

ED 321 424 EA 022 176
Lumsden, Linda S.
Meeting the Special Needs of Drug-Affected Children. ERIC Digest Series Number EA 53.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Problems, Child Development, Child Health, Classroom Environment, Cocaine, Drug Abuse, *Drug Addiction, Elementary Secondary Education, Family School Relationship, Learning Problems, *Prenatal Influences, Special Health Problems, *Special Needs Students, Special Programs, Substance Abuse
Identifiers—ERIC Digests
Issues pertinent to prenatal drug-affected students are discussed in this ERIC Digest. The rising number of drug-exposed children approaching school age presents a challenge to school personnel in meeting their special needs. Topics covered are: (1) seriousness of the problem; (2) problems unique to drug-affected children; (3) creation of a classroom environment conducive to optimal development; and (4) the pros and cons of placement in special education programs. (7 references) (LMI)

EC

ED 309 582 EC 220 570
Learning Related Visual Problems. ERIC Fact Sheet.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—81
Contract—400-81-0031
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($1.00 each, minimum order of five prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Optometry, Vision, Visual Acuity, *Visual Impairments, Visual Learning, *Visual Perception
This fact sheet defines vision, outlines the visual skills needed for school achievement (ocular motility, binocularity, eye-hand coordination skills, and visual form perception), and describes how visual problems are evaluated and treated. The fact sheet also lists clues to look for when a visual problem is suspected, including the appearance of the eyes, complaints when using eyes for desk work, and behavioral signs. (JDD)

ED 309 590 EC 220 581
Sirvis, Barbara
Students with Specialized Health Care Needs. ERIC Digest #458.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($1.00 each, minimum order of 5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Assistive Devices (for Disabled), *Curriculum Design, Elementary Secondary Education, *Health Needs, *Health Services, *Special Health Problems, *Student Characteristics
Identifiers—ERIC Digests
Students with specialized health care needs require specialized technological health care procedures for life support and/or health support during the school day. They may or may not require special education. These children were previously unserved in educational settings. Estimation of their numbers is difficult, but as many as 100,000 infants and children may be technologically dependent in some way. Their conditions may include ventilator dependence, tracheostomy dependence, oxygen dependence, nutritional supplement dependence, congestive heart problems, need for long-term care, apnea monitoring, and kidney dialysis. Unique medical needs must be met before the students can benefit from educational experiences. Fatigue, limited vitality, short attention span, and limited mobility may accompany technological dependence. Before the children enter the classroom, teachers should consider several possible environmental and intervention adaptations. Medical complications must be considered when developing schedules and curricular plans. Of considerable concern is the teacher tendency to overcompensate for handicaps. Curricular modifications may be similar to those adopted for students with physical disabilities. Parents, siblings, and families play an important role in habilitation and management of health care needs, promotion of independence, and coping. Interdisciplinary planning can enhance the positive impact of the learning experience. (MSE)

ED 312 854 EC 221 312
Ekstrand, Richard E. And Others
Preparation for Special Education Hearings: A Practical Guide to Lessening the Trauma of Due Process Hearings.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-189-7
Pub Date—89
Contract—RI88062007
Note—48p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091-1589 ($10.00, nonmembers; $8.00, members; Stock No. 327).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Child Advocacy, *Coping, *Disabilities, *Due Process, Elementary Secondary Education, *Hearings, *School Counseling, *Student Rights
Identifiers—*Education For All Handicapped Children Act
One of the fundamental rights guaranteed by the Education of the Handicapped Act is the right to an impartial due process hearing. Such hearings are often difficult and emotionally draining experiences. They need not be so difficult, however, because proper and sensitive preparation for a hearing can minimize its negative emotional impact. This monograph presents fundamental information about the hearing process, followed by a practical step-by-step guide to help school system personnel prepare for due process hearings and their aftermath. (Topics covered include: grounds for a hearing, the impartial hearing officer, parties and counsel, conducting the hearing, appeals, prehearing preparation, role of the attorney/case presenter, role of the witness, preparing to testify, and post-hearing reactions. Appendixes include information on the Attorneys' Fees Act, a Case Preparation Checklist, a Testimony Preparation Guide, and a case study.) (Author/PB)

ED 312 869 EC 221 328
Curriculum-Based Assessment: Research Brief for Teachers, Brief T2.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—Dec 88
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order of $5.00 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bibliographies, *Diagnostic Teaching, *Disabilities, Elementary Secondary Education, Evaluation Methods, *Student Evaluation, Teaching Methods
Identifiers—*Curriculum Based Assessment
This special education research brief provides a synopsis of the steps in curriculum-based assessment (CBA) and lists resources that provide more detail on the method and applications of CBA. The described CBA method involves selecting or developing a method of measurement, assessing student knowledge, tailoring instruction to student needs, and using repeated assessments to fine tune instruction and track progress. The 20 bibliographic resources listed are arranged in four categories: general information and CBA models; measuring, recording, and analyzing student data; tailoring instruction; and using CBA data. (JDD)

ED 313 867 EC 221 736
Early Intervention for Infants and Toddlers: A Team Effort. ERIC Digest #461.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89

Contract—RI88062207
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. 461).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperative Planning, *Delivery Systems, *Disabilities, *Early Intervention, Educational Legislation, Infants, *Interdisciplinary Approach, Models, Preschool Education, *Teamwork, Toddlers
Identifiers—Education of the Handicapped Amendments 1986, ERIC Digests, Multidisciplinary Teams, Transdisciplinary Approach
This information sheet summarizes findings from two reports: "Staffing Patterns and Team Models in Infancy Programs" by Jeanette McCollum and Mary-alayne Hughes, and "Early Intervention Team Approaches: The Transdisciplinary Model" by Geneva Woodruff and Mary McGonigel. The digest outlines the provisions of the Education of the Handicapped Amendments of 1986, (Public Law 99-457), the types of children who are eligible for services, and the services which must be made available. It describes the functioning of early intervention teams, which are composed of professionals representing a variety of disciplines: special education; social work; psychology; medicine; child development; and physical, occupational, and speech and language therapy; and which may also include parents. Three service delivery models that structure interaction among team members in different ways are discussed: multidisciplinary teams, interdisciplinary teams, and transdisciplinary teams. (JDD)

ED 313 868 EC 221 737
Teaching Children with Attention Deficit Disorder. ERIC Digest #462.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. 462).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Assignments, *Attention Deficit Disorders, Behavior Modification, Classroom Environment, Elementary Secondary Education, Intervention, *Teaching Methods
Identifiers—ERIC Digests
This digest adapts information from "Attention Deficit Disorders: A Guide for Teachers," prepared by members of the Education Committee of Children with Attention Deficit Disorders. It defines attention deficit disorders and describes the two types (attention deficit hyperactivity disorder and undifferentiated attention deficit disorder.) Suggestions are offered for establishing the proper learning environment, giving students instructions, and giving students assignments. Tips on modifying behavior and enhancing self-esteem by providing supervision, discipline, and encouragement are also provided. Additional sources of information are listed, including eight suggested readings and a support organization. (JDD)

ED 314 914 EC 222 074
Using Personal Computers To Acquire Special Education Information. Revised. ERIC Digest #429.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Networks, *Databases, *Disabilities, Elementary Secondary Education, Faculty Development, Information Networks, *Information Services, *Microcomputers, Preschool Education, Professional Development, Resources, Special Education
This digest offers basic information about resources, available to users of personal computers, in the area of professional development in special education. Two types of resources are described: those that can be purchased on computer diskettes and those made available by linking personal computers through electronic telephone networks. Resources described include: (1) portions of the ERIC (Educational Resources Information Center) database available on diskette; (2) Bibliographic Retrieval Services (BRS) and Dialog information services, which make available the Exceptional Child Education Resources database and the complete ERIC database; (3) ERIC on CD-ROM (compact disk read only memory); (4) SpecialNet, an electronic communications network designed for special educators; (5) Special Education Solutions, an online database of resources available to Apple computer users who are disabled; and (6) the IBM/Special Needs Exchange available through the CompuServe Information Service. (JDD)

ED 314 915 EC 222 075
Venn, John
Students with Physical Disabilities and Health Impairments. Revised. ERIC Digest #459.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Diagnosis, Elementary Secondary Education, Organizations (Groups), *Physical Disabilities, Preschool Education, *Special Health Problems, *Student Characteristics
This information sheet defines physical disabilities and health impairments, describes characteristics of students with these conditions, outlines special considerations necessary in assessing these students, notes key educational considerations and points out some of the special problems in working with preschool children with physical disabilities. The document includes a list of six organizations to contact for further information or assistance and a list of five references. (JDD)

ED 314 916 EC 222 076
Meeting the Needs of Able Learners through Flexible Pacing. ERIC Digest #464.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, Acceleration (Education), Continuous Progress Plan, Curriculum Design, Elementary Secondary Education, *Flexible Progression, Individualized Instruction, Pacing, *Program Development, Student Needs, Teaching Methods
This information sheet, based on "Flexible Pacing for Able Learners" by Neil Daniel and June Cox, defines flexible pacing as any program in which students are taught material that is appropriately challenging for their ability and allows them to move forward in the curriculum as they master content and skill. The document outlines methods used to achieve flexible pacing, such as grade skipping, early entrance, and credit by examination. The digest also briefly describes methods of implementing a flexible pacing program, the teacher changes needed to promote flexible pacing, the benefits of flexible pacing, and the reactions of students to flexible pacing programs. A list of 11 bibliographic resources and one organizational resource concludes the digest. (JDD)

ED 314 917 EC 222 077
College Planning for Students with Learning Disabilities. ERIC Digest #466.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Choice, *College Preparation, College Programs, College Students, *Counselor Role, Decision Making, Guidance Personnel, Higher Education, High Schools, *Learning Disabilities, *School Counselors
This information digest emphasizes that learning-disabled students must be cautious in selecting a higher education program that matches the student's unique needs with the features of the learning disabilities program. Planning for a successful postsecondary education begins with developing an appropriate individualized educational program in high school, to ensure that students complete high school with the necessary skills, content, knowledge, and a positive self-concept. Students also need to develop skills in evaluating courses, planning long-range study time, and interacting with faculty and other students. The role of high school counselors includes providing students with detailed information about potential postsecondary institutions and analyzing students' needs in terms of the availability and quality of support services. The digest concludes with a list of questions which should be asked in making the final college selection. Four references and a list of five college guides are included. The digest was developed from a paper by S. F. Shaw et al. titled "Preparing Learning Disabled High School Students for Postsecondary Education." (JDD)

ED 316 963 EC 221 313
Guetzloe, Eleanor C.
Youth Suicide: What the Educator Should Know. A Special Educator's Perspective.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-188-9
Pub Date—89
Contract—R188062007
Note—216p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091-1589 ($18.50, $14.80 members; Stock No. 331).
Pub Type— Books (010) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Behavior Disorders, Elementary Secondary Education, *Intervention, Mental Health, Prevention, *School Counseling, *Suicide
This book is intended to aid educators in understanding the phenomenon of suicidal behavior among youth and in developing programs for intervention within the school setting. The first section, aimed toward an understanding of the phenomenon, covers risk factors, history, current trends, research, the problem of contagion, three levels of prevention in the public health context, and other relevant issues. The second section, focusing on prevention through the schools, discusses assessment of suicide potential, crisis intervention in the school, working with parents, counseling guidelines, procedures for the aftermath of a suicide, and enhancing emotional health in the schools. (PB)

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ED 317 007 EC 230 069
Educating Exceptional Children. ERIC Digest #E456.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Definitions, *Delivery Systems, *Disabilities, Early Intervention, Educational Trends, Education Work Relationship, Elementary Secondary Education, *Incidence, Preschool Education, *Special Education, Special Programs
The digest briefly summarizes the characteristics and current trends in special education programing for exceptional children. Exceptional children are described as having physical, mental, or behavioral handicaps and ranging in age from birth to 21. Requirements of basic federal legislation (The Education for All Handicapped Children Act) and recent amendments are briefly described. Incidence information as well as a listing of program options are provided for gifted students, children with physical handicaps, children with mental handicaps, children with behavior disorders, children with speech and language disabilities, children with learning disabilities, and children with specialized health care needs. Two trends in special education are also identified. First, children with disabilities are receiving special education services earlier and second, a change in the public's attitude toward employment of people with handicaps has led to more instruction in vocational skills and assistance in the transition from school to community life and work. Three references are included. (DB)

ED 318 176 EC 230 579
Rights and Responsibilities of Parents of Children with Handicaps. ERIC Digest #E460.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order of 5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, *Educational Legislation, Elementary Secondary Education, Individualized Education Programs, *Parent Responsibility, *Parent Rights, Parent Role, Preschool Education
Identifiers—Education for All Handicapped Children Act, ERIC Digests
In a question-and-answer format, this single sheet outlines the rights of parents in the special education process, as provided by Public Law 94-142, including the right to a free appropriate public education for the child, to request a re-evaluation, to have the child tested in the child's primary language, and to participate in the development of the child's individualized education program. Parent responsibilities are also noted, such as developing a partnership with the school or agency, making sure the child is included in the regular school activities program, and monitoring the child's progress. The parent's role in developing the Individualized Education Program is also described. A final section lists resources available to help parents. (JDD)

ED 319 179 EC 230 868
Readings about Children and Youth with Learning Disabilities. ERIC MiniBib #E465.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062007
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (free).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Annotated Bibliographies, Child Rearing, *Learning Disabilities, Teaching Methods
This "ERIC MiniBib" lists and annotates 20 monographs and booklets about children and youth with learning disabilities. The items were published between 1979 and 1989 and address child-rearing strategies, teaching methods, and career placement techniques. A source of availability is listed for each item. (JDD)

ED 319 227 EC 231 130
Student Self-Management To Increase On-Task Behavior, Research Brief for Teachers T3.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—Mar 90
Contract—RI88062007
Note—3p.; A product of the ERIC/OSEP Special Project on Interagency Information Dissemination. This research brief is abstracted from "Distractible Students Use Self-Monitoring" by S. S. Osborne et al. (EC 191 166) and "Self-Management Tactics" by T. C. Lovitt and C. Bellew (ED 303 581).
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order of $5.00 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Problems, *Disabilities, Elementary Secondary Education, *Self Control, Self Evaluation (Individuals), *Student Behavior, *Time on Task
Identifiers—*Self Management
This brief guide notes the effectiveness of self-management strategies in increasing students' responsibility for their own learning and behavior, heightening student motivation and self-esteem, and reducing demands on the teacher's time. A strategy is outlined to help students increase their on-task behavior, by having students chart, correct, and evaluate their own performance. Twenty-two resources describing the use of self-management are listed. (JDD)

ED 321 427 EC 222 033
Assessing the Language Difficulties of Hispanic Bilingual Students. Abstract 23: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—Aug 89
Contract—RI88062007
Note—8p.
Available from—ERIC/OSEP Special Project on Interagency Information Dissemination, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00 each, minimum order $5.00).
Pub Type— Reference Materials - Bibliographies (131) — Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Students, Cultural Differences, Diagnostic Tests, Elementary Secondary Education, *Evaluation Methods, *Handicap Identification, Hispanic Americans, *Language Handicaps, *Language Tests, Research Needs, Student Evaluation, Test Bias, Testing Problems
This research summary identifies major factors affecting the validity of language assessments in bilingual students. The four factors include: (1) determining which language is dominant and in which language the child should be tested; (2) recognizing that bilingual children may use language in a way that is qualitatively different from that of monolingual children; (3) recognizing the influence of cultural differences and the local environment; and (4) overcoming the insufficiencies of existing diagnostic instruments. Literature-based recommendations for selecting a battery of language assessments are offered, and research needs are listed. A 35-item bibliography on assessing language disorders in bilingual students accompanies the research summary. (JDD)

ED 321 480 EC 231 801
Berger, Sandra L., Ed.
Gifted Students: Flyer File.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—71p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($22.50 nonmembers; $18.00 members; Publication No. E105).
Pub Type— Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academically Gifted, Career Education, Child Advocacy, Child Rearing, Creativity, Educational Needs, Elementary Secondary Education, Flexible Progression, *Gifted, Gifted Disabled, *Individual Needs, Mathematics, Microcomputers, Minority Groups, Parent Child Relationship, Postsecondary Education, Preschool Education, Reading Instruction, Stress Management, Student Needs, Summer Programs, *Talent, Talent Identification, Underachievement
This collection of 20 digests on gifted students is intended to provide practical information for students themselves, their families, professional educators, community groups, and others. Resources, hints and tips, and suggestions for additional reading are included in most digests. Digests have the following titles and authors/primary contributors: "Giftedness and the Gifted: What's It All About?" (D. W. Russell and others); "Helping Your Highly Gifted Child" (Stephanie Tolan); "Underachieving Gifted Students" (James Delisle and Sandra Berger); "Gifted but Learning Disabled: A Puzzling Paradox" (Susan Baum); "Meeting the Needs of Gifted and Talented Minority Language Students" (Linda Cohen); "Guiding the Gifted Reader" (Judith Wynn Halsted); "Discovering Mathematical Talent" (Richard Miller); "Personal Computers Help Gifted Students Work Smart" (Geoffrey Jones); "Fostering Academic Creativity in Gifted Students" (Paul Torrance and Kathy Goff); "Developing Leadership in Gifted Youth" (Frances Karnes and Suzanne Bean); "Mentor Relationships and Gifted Learners" (Sandra Berger); "Nurturing Giftedness in Young Children" (Wendy Roedell); "Helping Gifted Students with Stress Management" (Leslie Kaplan); "Helping Adolescents Adjust to Giftedness" (Thomas Buescher and Sharon Higham); "College Planning for Gifted and Talented Youth" (Sandra Berger); "Discovering Interests and Talents through Summer Experiences" (Cindy Ware); "Career Planning for Gifted and Talented Youth" (Barbara Kerr); "Fostering the Postsecondary Aspirations of Gifted Urban Minority Students" (Margaret McIntosh and M. Jean Greenlaw); "Supporting Gifted Education Through Advocacy" (Sandra Berger); "Readings and Resources for Parents and Teachers of Gifted Children" (Sandra Berger, Comp.); "Meeting the Needs of Able Learners through Flexible Pacing" (Neil Daniel and June Cox). (DB)

ED 321 481 EC 231 802
Giftedness and the Gifted: What's It All About? ERIC Digest #E476.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, Child Rearing, *Definitions, *Gifted, Individual Needs, Intelligence, Parent Child Relationship, *Student Characteristics, *Talent, *Talent Identification
Identifiers—ERIC Digests
This digest was adapted from D.W. Russell, D.G. Hayes and L.B. Dockery's book, "My Child is Gifted! Now What Do I Do?". The digest is intended to give parents of gifted students an overview of characteristics of gifted children and terminology used in this field. Several definitions of giftedness are offered including one from a parent group emphasizing the interaction with the environment and one from a U.S. government report identifying six types of giftedness. Fourteen general characteristics typically used by educational authorities as indicative of giftedness are listed. The nature of intelligence itself is briefly discusssed. Other terms parents might hear in the context of gifted children are explained including: genius, talented, prodigy, precocious, superior, rapid learner, exceptional, and elitism. Includes five references. (DB)

ED 321 482 EC 231 803
Tolan, Stephanie
Helping Your Highly Gifted Child. ERIC Digest #E477.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, *Acceleration (Education), Attitudes, *Child Rearing, Developmental Stages, Educational Needs, Elementary Secondary Education, *Emotional Adjustment, *Individual Needs, Parent Attitudes, Parent Child Relationship, Student Needs, Young Children
Identifiers—ERIC Digests, *Extremely Gifted
This digest provides parents of highly or profoundly gifted children with practical suggestions based on the experience of other parents and the modest amount of research available. Parents are encouraged to understand that such children are significantly different from other children and have two primary needs: to feel comfortable with themselves and to develop their astonishing potential. Suggestions are given for dealing with public attitudes toward exceptional performance in very young children and for dealing with the multiple developmental ages the gifted child may exhibit simultaneously. Problems of schooling the highly gifted child are discussed in terms of lack of fit with the usual school, the various possibilities of acceleration for this type of child, and ways to help the gifted child meet his or her social/emotional needs. Stressed is the importance of providing the child with a safe home in which the child feels loved and accepted. Includes 18 references. (DB)

ED 321 483 EC 231 804
Delisle, James Berger, Sandra L.
Underachieving Gifted Students. ERIC Digest #E478.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Change, *Child Rearing, Definitions, Elementary Secondary Education, *Gifted, *Intervention, Parent Role, *Parent Student Relationship, Self Concept, *Teacher Student Relationship, *Underachievement
Identifiers—ERIC Digests
This digest is intended to help parents and teachers understand and cope with underachievement in gifted students. Underachievement is defined and its various components (e.g., content and situation specificity and ties to self-concept development) are explained. Strategies to reverse patterns of underachievement are classified as either supportive, intrinsic, or remedial. Guidelines are offered to families in applying all three types of strategies. The value of participation by underachieving gifted students in a gifted program is noted. A distinction is made between praise for achievement outcomes and encouragement of a child's efforts. Underachievement is seen as a reversible but complex web of behaviors. Includes 13 references and 15 resources for students. (DB)

ED 321 484 EC 231 805
Baum, Susan
Gifted but Learning Disabled: A Puzzling Paradox. ERIC Digest #E479.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Definitions, *Educational Needs, Elementary Secondary Education, *Gifted, *Gifted Disabled, *Handicap Identification, Intervention, *Learning Disabilities, Learning Strategies, Student Characterstics, Talent, *Talent Identification
Identifiers—ERIC Digests
This digest is derived from Susan Baum's "Being Gifted and Learning Disabled...From Definition to Practical Intervention." The learning disabled gifted are grouped into three categories: identified gifted students who have subtle learning disabilities, unidentified students whose gifts and disabilities may be masked by average achievement, and identified learning disabled students who are also gifted. Four general guidelines are offered to professionals in developing appropriate educational programs. They are: (1) focus attention on the development of the gift; (2) provide a nurturing environment that values individual differences; (3) encourage compensation strategies (five compensation strategies are suggested); and (4) encourage awareness of individual strengths and weaknesses. Stressed is the importance of such students learning to be their own advocates. Includes nine references, nine resources, and 14 suggestions for additional reading. (DB)

ED 321 485 EC 231 806
Cohen, Linda M.
Meeting the Needs of Gifted and Talented Minority Language Students. ERIC Digest #E480.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability Identification, Acceleration (Education), Cultural Differences, Elementary Secondary Education, Eligibility, Enrichment Activities, *Gifted, Gifted Disadvantaged, *Language Handicaps, *Limited English Speaking, Mentors, *Minority Groups, Parent Participation, Program Development, Student Evaluation, Student Placement
Identifiers—ERIC Digests
This digest is adapted from Linda Cohen's publication, "Meeting the Needs of Gifted and Talented Minority Language Students." It explores the controversy surrounding the underrepresentation of minority language students in gifted and talented programs and makes recommendations for more suitable assessment techniques and program models. Addressed are the following questions: (1) Why are minority language students underrepresented in programs for gifted and talented students? (2) What are some commonly used techniques for the identification of gifted and talented minority language students? and (3) What types of programs are available for gifted and talented students, and are they suitable for minority language students who are selected to participate? Specifically described are enrichment programs, parent involvement programs, acceleration or honors programs, and mentor programs. The following recommendations are made: broaden the concept of giftedness; expand research on giftedness and minority language students; employ more well-rounded assessment techniques; increase staff awareness of their potential for developing a gifted and talented program; explore various program models; and increase awareness of different ways giftedness may be manifested in different populations. Includes 17 references. (DB)

ED 321 486 EC 231 807
Halsted, Judith Wynn
Guiding the Gifted Reader. ERIC Digest #E481.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-1
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bibliotherapy, *Childrens Literature, Cognitive Development, Educational Needs, Elementary Secondary Education, Emotional Development, *Gifted, Group Discussion, Literature, *Reading Instruction, *Reading Programs
Identifiers—ERIC Digests
This digest offers guidelines in providing challenging reading opportunities for gifted students. Research findings concerning the characteristics of the gifted child as reader (e.g., they read earlier, better and more) are noted. Specific needs of gifted learners can be met by: using literature as a supplement to the readings in basal texts; forming discussion groups based on books; and following programs such as the Junior Great Books discussion format. The use of literature is also suggested for guiding the emotional development of gifted students through such techniques as developmental bibliotherapy. Includes nine references. (DB)

ED 321 487 EC 231 808
Miller, Richard C.
Discovering Mathematical Talent. ERIC Digest #E482.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, *Academically Gifted, Acceleration (Education), Elementary Secondary Education, *Enrichment Activities, Flexible Progression, *Mathematics Instruction, Mathematics Tests, Standardized Tests, *Talent, *Talent Identification
Identifiers—ERIC Digests, *Mathematically Gifted
This digest offers guidance in identifying and nurturing mathematical talent in children. Mathematical talent is defined and the characteristics of mathematically talented students are listed. Some mathematically talented students do not achieve well in school mathematics due to a mismatch between the student and the mathematics program. Ways that various standardized tests–intelligence tests, creativity tests, mathematics achievement tests, mathematics aptitude tests, and out-of-

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grade-level mathematics aptitude tests–can be used to identify mathematical talent are offered. A systematic process for talent identification is suggested involving first a screening phase and then out-of-grade-level mathematics abilities assessment. Characteristics of appropriate instructional programs for mathematically talented students include the following: they bring mathematically talented students together to work with one another; they stress mathematical reasoning and independent exploratory behavior; they deemphasize repetitious computational drill work and cyclic review; they involve a comprehensive mathematics curriculum appropriate for potential mathematicians; and they provide flexible pacing. Specific ways to provide flexible pacing include continuous progress, compacted courses, advanced-level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination. Includes 15 references. (DB)

ED 321 488 EC 231 809
Jones, Geoffrey
Personal Computers Help Gifted Students Work Smart. ERIC Digest #E483.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-2
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, *Cognitive Development, Computer Assisted Instruction, *Computer Uses in Education, *Educational Needs, Elementary Secondary Education, *Gifted, Microcomputers, *Questioning Techniques, Simulation, Student Educational Objectives, Student Needs
Identifiers—ERIC Digests
This digest considers the role of personal computers in the education of gifted students. There is evidence that students are working "smarter," whether they are learning and using more information, understanding key concepts and relationships better, or developing higher level thinking skills. Research findings concerning the specific instructional needs of gifted and talented students are listed. The computer is seen as an idea engine for such students. Although educational uses in computer-assisted instruction, student-developed computer simulations, and programming are recognized, the computer's greatest power is seen to lie in the quality of questions students can ask and attempt to answer. The impact of a nationwide program to encourage students to formulate good questions for a supercomputer is reported. Recommendations include: encouraging experimentation and individual learning styles; structuring experience to help students develop strengths and overcome weaknesses; and promoting interpersonal relationships through computers. Includes eight references. (DB)

ED 321 489 EC 231 810
Torrance, E. Paul Goff, Kathy
Fostering Academic Creativity in Gifted Students. ERIC Digest #E484.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-3
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Rearing, *Creative Development, *Creativity, Elementary Secondary Education, *Gifted, Individual Differences, Individual Needs, Parent Attitudes, *Parent Child Relationship, Student Needs, Teacher Attitudes, *Teacher Student Relationship
Identifiers—ERIC Digests
This digest describes academic creativity and offers suggestions for its development in gifted students. Creative learning and learning by authority are contrasted and examples of each are given. The naturally creative behavior of young children is noted. Among suggestions offered to teachers are: respect the unusual questions of children; show children that their ideas have value by listening and considering them; and provide chances for children to learn and discover without threats of immediate evaluation. Among suggestions offered to parents are: provide opportunities for creative expression, problem solving, and constructive response to change and stress; find creative ways to resolve conflicts between family members; and ensure that every family member receives individual attention and respect. Noted are ways adults can kill creativity in children, by insisting that children do things the "right way"; making comparisons with other children; and discouraging children's curiosity. Includes 14 references or other resources. (DB)

ED 321 490 EC 231 811
Karnes, Frances A. Bean, Suzanne M.
Developing Leadership in Gifted Youth. ERIC Digest #E485.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-4
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Gifted, *Leadership, Leadership Qualities, *Leadership Training, Parent Child Relationship, Secondary Education, *Skill Development, *Student Characteristics, *Talent
Identifiers—ERIC Digests
This digest is intended to help parents and educators assist with the development of leadership attitudes and skills in gifted youth. The relative lack of interest in leadership despite its designation as a talent area in definitions of giftedness for state and federal policies requiring differentiated programs is listed. Characteristics of gifted youth that enable them to profit from leadership development are listed. Suggestions for parents include involving children in planning family activities and discussing current topics. Suggestions are provided for infusing curriculum concepts and skills into the sciences, humanities, and arts. Other school options for leadership development include credit courses on leadership; implementation of personal plans for leadership development; and mentorships and internship programs. Extracurricular activities are particularly valuable in providing talented students with leadership experiences. Includes 15 references. (DB)

ED 321 491 EC 231 812
Berger, Sandra L.
Mentor Relationships and Gifted Learners. ERIC Digest #E486.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-5
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Disadvantaged Youth, Elementary Secondary Education, Females, *Gifted, Individual Needs, *Interpersonal Relationship, *Mentors, *Program Development, *Role Models, *Student Needs
Identifiers—ERIC Digests
This digest explores the concept of mentoring with gifted students and offers guidelines on its implementation. The literature on mentoring is reviewed, noting the maturing effect of mentor relationships and the particular value of mentors for disadvantaged students and for females. Among six guidelines offered are: decide what (not whom) the student needs, identify a few mentor candidates, and monitor the mentor relationship. Among questions to ask students are whether a student wants a mentor and whether the student is prepared to spend a significant amount of time with the mentor. Among questions to ask potential mentors are whether the mentor understands and likes working with children and adolescents and whether the mentor is willing to be a real role model. Includes 16 references. (DB)

ED 321 492 EC 231 813
Roedell, Wendy C.
Nurturing Giftedness in Young Children. ERIC Digest #E487.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-6
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, Cognitive Development, Developmental Stages, *Early Childhood Education, *Educational Needs, *Gifted, Individualized Instruction, Individual Needs, Interpersonal Relationship, Social Development, Young Children
Identifiers—ERIC Digests
The digest addresses ways that parents and educators can nurture giftedness in young children. Problems in appropriate school placement for young gifted children with uneven development are discussed and illustrated with examples. In selecting a program, parents need to look for a highly individualized program in which children are encouraged to progress at their own learning rate, with planned opportunities for development of social, physical, and cognitive skills in an informal classroom atmosphere. Parents also need to support the child's need for friendship with intellectually equal children. Includes six references. (DB)

ED 321 493 EC 231 814
Kaplan, Leslie S.
Helping Gifted Students with Stress Management. ERIC Digest #E488.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), Burnout, Elementary Secondary Education, *Emotional Adjustment, *Emotional Problems, *Gifted, Individual Needs, Parent Student Relationship, Self Esteem, *Stress Management, *Stress Variables, Student Needs, Teacher Student Relationship
Identifiers—ERIC Digests
Presented in a question-and-answer format, this digest offers guidelines to help gifted students manage stress effectively. The following questions are considered: What is stress? How can a youngster experience stress when nothing bad is happening? Is a gifted student more likely to feel stress than others? What are some stresses on a gifted student? How can stress hurt a gifted student's self-esteem? How can it be stressful to have so much potential? How can gifted students cope with stress? How can one tell whether or not a gifted student is experiencing burnout? How can parents, teachers, and counselors reduce stress on gifted students? Among recommendations for coping with stress are changing the source of the stress, confronting the source of the stress, and getting regular physical exercise and sound nutrition. Students should be discouraged from escaping through alcohol, drugs, sleep, frequent illness, overeating, or starving themselves; and from aiming too low. A checklist is provided to identify the student experiencing burnout. Parents, teachers, and counselors are encouraged to reduce stress on gifted students by such measures as helping each gifted student develop a realistic self-concept and letting students live their own lives. Includes 10 references or resources. (DB)

ED 321 494 EC 231 815
Buescher, Thomas M. Higham, Sharon
Helping Adolescents Adjust to Giftedness. ERIC Digest #E489.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-7
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Coping, *Emotional Adjustment, Expectation, *Gifted, *Individual Needs, Interpersonal Relationship, Maturity (Individuals), Secondary Education, *Self Concept, Self Evaluation (Individuals), Student Characteristics, Student Needs
Identifiers—ERIC Digests
This digest offers guidelines to parents and educators helping gifted adolescents adjust to problems related to their giftedness. Challenges to adjustment are noted in the areas of: ownership (talented adolescents simultaneously "own" and yet question the validity of their abilities); dissonance (between their high standards and their capabilities); taking risks (gifted adolescents are characteristically unwilling to take risks); competing expectations (adolescents have a variety of pressures on them from others); impatience; and premature identity (they typically attempt to achieve an adultlike identity). Coping strategies used by gifted adolescents are listed, including: accepting and using abilities to help peers do better in classes, making friends with other students with exceptional talents, and selecting programs and classes designed for gifted/talented students. Contains 12 references. (DB)

ED 321 495 EC 231 816
Berger, Sandra L.
College Planning for Gifted and Talented Youth. ERIC Digest #E490.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-8
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Aspiration, Career Guidance, *College Admission, College Bound Students, *College Choice, *Educational Counseling, *Gifted, Higher Education, *School Guidance, Secondary Education, Self Evaluation (Individuals), *Student Needs
Identifiers—ERIC Digests
This digest provides students, parents, and educators with guidelines to help gifted students in the college planning process. As learning about oneself and career options is essential to college planning, a 6-year program of guidance activities is outlined for grades 7-12. Learning about colleges is discussed in terms of two steps, the first involves collecting general information by reading, talking with people, and visiting colleges; and the second involves analyzing and evaluating that information. Briefly noted are the following factors considered by colleges in selecting students: academic performance; academic rigor (including depth of study, quality, balance, and trends); consistency; performance on standardized tests; extracurricular activities and other supporting material; community service; recommendations; and the application essay. (DB)

ED 321 496 EC 231 817
Ware, Cindy
Discovering Interests and Talents through Summer Experiences. ERIC Digest #E491.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-9
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Exploration, Elementary Secondary Education, *Enrichment Activities, *Gifted, Individual Needs, Self Evaluation (Individuals), *Student Needs, *Summer Programs
Identifiers—ERIC Digests
Presented in a question-and-answer format, this digest offers guidelines in choosing an enriching summer program for gifted students. The following questions are addressed: What are the possibilities? What needs do summer programs meet? Who should make the selection? What does the selection process involve? What variables are important? and What financial assistance is available? The summer program can allow students to experiment in specific areas of interest, to work with adult role models, and to sample college life. It is important that the students themselves be involved in the selection process. Program selection requires the identification of what the student wants and what programs are available in his/her areas of interest. Important variables to consider include: length, age range, program requirements, group size, individual attention, leadership, depth of staff experience, credit or noncredit courses, facilities and equipment, schedule, recreation, social activities, safety, and programs abroad. The availability of financial assistance for many programs is noted. Includes two references. (DB)

ED 321 497 EC 231 818
Kerr, Barbara
Career Planning for Gifted and Talented Youth. ERIC Digest #E492.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Career Awareness, Career Choice, *Career Education, *Career Planning, Decision Making, *Educational Counseling, Elementary Secondary Education, *Gifted, Higher Education, *Intervention, School Guidance, *Student Needs
Identifiers—ERIC Digests
This digest addresses some of the special career planning needs of gifted and talented students and offers intervention guidelines for the elementary, junior high, senior high, college, and adult levels. Indications that students are having difficulty coping with the multipotentiality of their talents may be evidenced by early difficulty in making choices and decisions and difficulty in choosing an academic major in college. Possible intervention strategies for multipotentiality at different educational levels are offered. Alternatively, children may be early emergers who have extremely focused career interests and require balanced encouragement of their special interests. Indicators of early emergence characteristics as well as possible intervention strategies at each age level are offered. Both multipotentiality and early emergence characteristics require skillful career education and guidance. In addition, special populations such as minority gifted students and gifted girls and women have unique career guidance needs. Includes 12 references. (DB)

ED 321 498 EC 231 819
McIntosh, Margaret E. Greenlaw, M. Jean
Fostering the Postsecondary Aspirations of Gifted Urban Minority Students. ERIC Digest #E493.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Aspiration, *Career Planning, Disadvantaged Youth, *Educational Counseling, Educational Needs, Elementary Secondary Education, *Gifted, High Schools, *Minority Groups, Parent School Relationship, Student Educational Objectives, *Student Needs, *Urban Education
Identifiers—ERIC Digests
This digest addresses the special needs of gifted urban minority students in the selection of postsecondary career and educational options. Noted is the frequent lack of family encouragement in this population toward higher education and career achievement. Suggestions are offered for teachers, students, counselors, administrators, and parents. These include: continuous gentle persuasion and provision of contact with successful minority professions (teachers); informing gifted minority students of educational options and working with parents to find sources of financial aid (counselors); serving as an advocate through contact with community service organizations, recognition of the achievements and potential of individual students, and rallying the school community behind able students (administrators). Noted are the possible effects of the student's aspirations on his/her position in the family. Contains 10 references. (DB)

ED 321 499 EC 231 820
Berger, Sandra L.
Supporting Gifted Education through Advocacy. ERIC Digest #E494.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Activism, *Child Advocacy, Elementary Secondary Education, *Gifted, Group Unity, Lobbying, Organizations (Groups), Parent Associations, Program Development, *Social Action
Identifiers—ERIC Digests
This digest offers guidelines for group advocacy efforts on behalf of gifted education. Four potential pitfalls are identified: using an adversarial rather than a persuasive approach; assuming that people in administrative and political positions are not too bright or not very knowledgeable-or both; being impatient; and ineffectively coping with intragroup tensions. In contrast, effective advocacy involves four basic phases: needs assessment; planning; contact; and follow up and evaluation. Eleven guidelines for establishing and maintaining a successful parent advocacy group are suggested and include: focus on a mission and a sense of purpose; include not only parents but also business leaders and school professionals; contact the state advocacy group; adopt a constitution that spells out the organization's goals; identify and respect the group that holds the power; allow professionals to develop the program; conduct short- and long-term evaluation of the advocacy process; and be an informed advocate. (DB)

ED 321 500 EC 231 821
Berger, Sandra L., Comp.
Readings and Resources for Parents and Teachers of Gifted Children. ERIC Digest #E495.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Rearing, Creativity, Educational Needs, Elementary Secondary Education, *Gifted, Organizations (Groups), Parent Child Relationship, Publications, *Resources, Summer Programs, *Talent
Identifiers—ERIC Digests
This annotated bibliography of readings and re-

sources for parents and teachers of gifted children is divided into the following categories: books containing general information about gifted and talented students, 1985-1989 (15 items); practical self-help books, 1979-1989 (16 items); books on specific areas in gifted education (13 items); journals/periodicals (6 items); journals on creativity (2 items); selected summer guides (10 items); and associations (5 associations). Also provided are the addresses of 46 publishers and resources for materials. (DB)

ED 321 501 EC 231 822
Integrating Students with Severe Disabilities. ERIC Digest #E468.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-10
Pub Date—90
Contract—RI88062007
Note—3p.; Based on information presented in "Integration of Students with Severe Handicaps into Regular Schools" (1985) by Susan Stainback and William Stainback (ED 255 009).
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Practices, Elementary Secondary Education, Extracurricular Activities, *Mainstreaming, Peer Relationship, *Severe Disabilities, Social Integration
Identifiers—ERIC Digests
This digest defines students with severe handicaps, documents the benefits of integrating students with severe disabilities into regular classrooms, and outlines procedures for facilitating integration. It notes some issues associated with access and scheduling, areas in which additional support might be needed, ways to incorporate information about people with disabilities into the curriculum, ways in which nondisabled students can support integration efforts, and how extracurricular activities can strengthen integration. A list of 10 references concludes the digest. (JDD)

ED 321 502 EC 231 823
Goodship, Joan M.
Life Skills Mastery for Students with Special Needs. ERIC Digest #E469.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-11
Pub Date—90
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Daily Living Skills, *Disabilities, Elementary Secondary Education, *Interpersonal Competence, *Job Skills, Skill Development
Identifiers—ERIC Digests
A rationale is offered for including life skills in curricula for students with special needs. Life skills are defined as encompassing daily living, personal/social, and occupational skills. Daily living skills include: managing personal finances, selecting and managing a household, caring for personal needs, safety awareness, preparing and consuming food, buying and caring for clothing, exhibiting responsible citizenship, using recreational facilities and engaging in leisure activities, and getting around the community. Personal/social skills encompass: achieving self-awareness, acquiring self-confidence, achieving socially responsible behavior, maintaining good interpersonal skills, achieving independence, achieving problem-solving skills, and communicating with others. Occupational skills focus on: knowing and exploring occupational options; selecting and planning occupational choices; exhibiting appropriate work habits and behavior; seeking, securing, and maintaining employment; exhibiting sufficient physical and manual skills; and obtaining specific occupational skills. Schools can require that each student with learning problems achieve these life skills prior to graduation. Three references and five suggested readings are listed. (JDD)

ED 321 503 EC 231 824
Pinkerton, Dianna
Extended School Year (ESY). ERIC Digest #E471.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-12
Pub Date—90
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Delivery Systems, *Disabilities, Educational Practices, Elementary Secondary Education, Eligibility, *Extended School Year, Models, Student Needs
Identifiers—ERIC Digests
This digest defines the term "extended school year" (ESY) and notes the issues of regression and recoupment which have led to development of ESY services for students with disabilities. The digest then provides answers to the following questions: (1) When is ESY needed? (2) How is eligibility for ESY determined? (3) What are some factors that could mandate a need for ESY? (4) What other factors may be considered in offering an ESY program? and (5) What types of delivery models are available? Includes 13 references. (JDD)

ED 321 504 EC 231 825
Children with Communication Disorders. ERIC Digest #E470 (Revised #419).
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-13
Pub Date—90
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Disorders, Educational Practices, Elementary Secondary Education, Incidence, *Student Characteristics, *Student Needs
Identifiers—ERIC Digests
This digest defines the term "communication disorders," states prevalence rates for the condition, describes characteristics of children with communication disorders, and outlines educational implications. Thirteen publications on communication disorders and six organizational resources are listed. (JDD)

ED 321 505 EC 231 826
Peer Support and Cooperative Learning for Accommodating Student Variance. Super Search Report, No. C575.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 89
Contract—RI88062007
Note—112p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C575, $22.50 nonmembers; $18.00 members).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Cooperative Learning, *Disabilities, Elementary Secondary Education, *Heterogeneous Grouping, *Mainstreaming, *Peer Teaching, Program Development, Student Needs, *Tutoring
This document begins with a paper titled "Accommodating for Greater Student Variance in Local Schools" by Jacqueline Thousand and Richard Villa, which identifies the fundamental characteristics of successful heterogeneous public schools and describes specific examples of educational and organizational practices that enable schools to accommodate greater student variance. A bibliography of references from the ERIC (Educational Resources Information Center) database is then presented, containing 182 citations. For each citation, information provided includes bibliographic information, indexing information, and an abstract of the document if available. The references comprise four types: journal articles, documents available from the ERIC system, commercially published materials, and doctoral dissertations. Citations are arranged alphabetically by author. (JDD)

ED 321 506 EC 231 827
Prereferral Interventions for Students with Learning and Behavior Problems. Super Search Reprint No. C574.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 89
Contract—RI88062007
Note—82p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C574, $22.50 nonmembers; $18.00 members).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Behavior Problems, *Diagnostic Teaching, Educational Practices, Elementary Secondary Education, *Intervention, *Learning Problems, Models, National Surveys, *Referral, *Student Placement
Identifiers—*Prereferral Intervention
Seventy-seven references from the ERIC (Educational Resources Information Center) database and the Exceptional Child Education Resources database are presented, on the topic of prereferral interventions for students with learning and behavior problems. References are arranged by database and then alphabetically by author. Information for each reference includes bibliographic data, indexing data, and an abstract when available. In addition to the references, the texts of four background publications are offered. These publications include: (1) an abstract from the Research and Resources on Special Education series, titled "Prereferral Intervention: Using Mainstream Assistance Teams To Accommodate Difficult-To-Teach Students in General Education"; (2) "Implementing a Prereferral Intervention System: Part I. The Model," (1985) by Janet Graden and others; (3) "Implementing a Prereferral Intervention System: Part II. The Data" (1985) by Janet Graden and others; and (4) "Survey on Prereferral Practices: Responses from State Departments of Education," (1989) by Jane Carter and George Sugai. Articles 2-4 are reprints from the journal "Exceptional Children." (JDD)

ED 321 507 EC 231 828
Preventive Discipline and Behavior Management Practices. Super Search Reprint No. 572.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 89
Contract—RI88062007
Note—112p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C572, $22.50 nonmembers; $18.00 members).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Mate-

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rials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Behavior Problems, Classroom Environment, *Classroom Techniques, *Discipline, Educational Practices, Elementary Secondary Education, Prevention, Student Behavior
Identifiers—*Behavior Management
A paper by Christine Cheney, titled "Preventive Discipline through Effective Classroom Management," introduces the issue of preventive discipline and behavior management practices. Following the reprinted paper, 149 citations from the ECER (Exceptional Child Education Resources) database and the ERIC (Educational Resources Information Center) database are presented. These citations contain bibliographic information, indexing information, and an abstract of the document when available. Four basic types of references are included: journal articles, documents available from the ERIC system, commercially published materials, and doctoral dissertations. (JDD)

ED 321 508 EC 231 829
Curriculum-Based Assessment and Curriculum-Based Management. Super Search Reprint No. C576.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 90
Contract—R188062007
Note—120p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C576, $22.50 nonmembers; $18.00 members).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Achievement, *Achievement Tests, Criterion Referenced Tests, *Elementary Secondary Education, *Evaluation Methods, *Student Evaluation
Identifiers—*Curriculum Based Assessment
The "Super Search Reprint" contains a background paper and 152 abstracts on the topic of curriculum-based assessment and curriculum-based measurement. A paper by Mark Shinn and others, titled "Curriculum-Based Assessment: A Comparison of Models" ('School Psychology Review," 1989, volume 18, number 3), presents four commonly used curriculum-based assessment models and compares them along a set of important dimensions, including: primary decision-making purpose, usefulness for other types of decisions, relationship to instructional planning, test formats, and technical adequacy. The four models include: Curriculum-Based Assessment for Instructional Design, Criterion-Referenced-Curriculum-Based Assessment, Curriculum-Based Measurement, and Curriculum-Based Evaluation. Relevant citations from the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) databases are then provided, arranged by database and then alphabetically by author. Each reference contains bibliographic information, indexing information, and an abstract when available. (JDD)

ED 321 509 EC 231 830
Efficacy of P.L. 94-142 and the Implementation of the LRE Concept. Computer Search Reprint No. C579.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 90
Contract—R188062007
Note—91p.; For related documents, see EC 231 831-832.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C579, $16.00 nonmembers; $12.80 members).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Disabilities, *Educational Legislation, Elementary Secondary Education, *Federal Legislation, *Mainstreaming, Normalization (Handicapped), Program Effectiveness, Regular and Special Education Relationship
Identifiers—*Education for All Handicapped Children Act
The computer search reprint provides abstracts of 118 references concerned with the efficacy of Public Law 94-142 (the Education for All Handicapped Children Act) and the least restrictive environment concept. Citations were selected from the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) databases. In ductory sections explain: how citations are arranged; what information is provided; how to locate actual copies of journal articles, documents, and products; and a sample reference. Also provided is a list of source journals with addresses and an ERIC Document Reproduction Service order form. Abstracts are arranged alphabetically by author within separate sections for each database. An additional section lists (without abstracts) eight resources not currently in the databases. (DB)

ED 321 510 EC 231 831
The Regular Education Initiative: Rationales for and Against. Computer Search Reprint No. C580.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 90
Contract—R188062007
Note—94p.; For related documents, see EC 231 830-832.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C580, $16.00 nonmembers; $12.80 members).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Disabilities, Educational Legislation, Elementary Secondary Education, Government Role, *Mainstreaming, Normalization (Handicapped), Program Effectiveness, *Regular and Special Education Relationship
The computer search reprint provides abstracts of 122 references concerned with rationales for and against the Regular Education Initiative. Citations were selected from the ERIC (Educational Resources Information Center) and ECER (Exceptional Children Education Resources) databases. Introductory sections explain: how citations are arranged; what information is provided; how to locate actual copies of journal articles, documents, and products; and a sample reference. Also provided is a list of source journals with addresses and an ERIC Document Reproduction Service order form. Abstracts are arranged alphabetically by author within separate sections for each database. An additional section lists (without abstracts) 32 resources not currently in the databases. (DB)

ED 321 511 EC 231 832
Practices Consistent with the Regular Education Initiative. Computer Search Reprint. No. C581.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 90
Contract—R188062007
Note—115p.; For related documents, see EC 231 830-831.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C581, $16.00 nonmembers; $12.80 members).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Disabilities, Educational Methods, *Educational Practices, Elementary Secondary Education, Government Role, *Mainstreaming, Normalization (Handicapped), *Regular and Special Education Relationship, Teaching Methods
The computer search reprint provides abstracts of 150 references concerned with educational practices consistent with the Regular Education Initiative. Citations were selected from the ERIC (Educational Resources Information Center) and ECER (Exceptional Children Education Resources) databases. Introductory sections explain: how citations are arranged; what information is provided; how to locate actual copies of journal articles, documents, and products; and a sample reference. Also provided is a list of source journals with addresses and an ERIC Document Reproduction Service order form. Abstracts are arranged alphabetically by author within separate sections for each database. An additional section lists (without abstracts) 16 resources not currently in the databases. (DB)

ED 321 512 EC 231 833
VanTassel-Baska, Joyce, Ed.
A Practical Guide to Counseling the Gifted in a School Setting. Second Edition.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-192-7
Pub Date—90
Contract—RI88062007
Note—111p.; For first edition, see ED 231 153.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. 268, $12.50 nonmembers; $10.00 members).
Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Affective Behavior, *Counseling Techniques, Counseling Theories, *Counselors, Elementary Secondary Education, *Emotional Development, *Gifted, Models, Parent Role, *Program Development, *Talent, Trend Analysis
This book is intended to aid in the development of a counseling program component for gifted students. The 10 papers address the following areas: the nature and needs of the population, the role of interventionists (educators and parents), strategies for intervention, and model counseling programs. After an introductory paper which lists guiding principles in counseling the gifted, papers have the following titles and authors: "Recent Trends and Issues in Counseling the Gifted" (Joyce VanTassel-Baska); "Issues in Affective Development of the Gifted" (Linda Kreger Silverman); "Who Should Counsel the Gifted: The Role of Educational Personnel" (Beverly Ness Parke); "Collaboration of Teachers and Counselors in Serving Affective Needs of Gifted Students" (Joyce VanTassel-Baska); "The Parent's Role in Counseling the Gifted: The Balance between Home and School" (Arlene Munger); "School Counseling Needs and Successful Strategies To Meet Them" (Joyce VanTassel-Baska); "The Writing, Reading, and Counseling Connection: A Framework for Serving the Gifted" (Jane M. Bailey et al.); "Educational Therapy for the Gifted: The Chicago Approach" (Leland Baska); "A Model for Counseling the Gifted at the High School Level" (Ron Seegers). References accompany each paper. (DB)

FL

ED 309 651 FL 018 128
Wilcox, Sherman
Foreign Language Requirement? Why Not American Sign Language? ERIC Digests
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-01
Pub Date—Aug 89
Contract—RI-88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Sign Language, Cultural Education, Curriculum Design, Deafness, *Graduation Requirements, Higher Education, *Second Language Learning, Teacher Education, Uncommonly Taught Languages
Identifiers—*ERIC Digests

A discussion focusing on whether American Sign Language (ASL) should be accepted in fulfillment of university foreign language requirements attempts to dispel misconceptions about the language; and to show that ASL can provide the same benefits as the study of more traditional foreign languages, including the opportunity to communicate in another language and to learn about a different culture. The discussion highlights the following common questions and misconceptions about ASL: (1) Isn't ASL just a derivative of English?; (2) If ASL is American, how can it be considered a foreign language?; (3) Is ASL an important international language?; (4) What kind of culture is associated with ASL?; (5) Does ASL have a body of literature?; and (6) Will acceptance of ASL cause declining enrollments in traditional foreign languages? Issues universities should consider when choosing to accept ASL to fulfill the graduation requirement include curriculum design, teacher qualifications, student evaluation, and program location. (Author/VWL)

ED 309 652 FL 018 170
Reeves, Jane
Elementary School Foreign Language Programs. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-01
Pub Date—Sep 89
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Awareness, Elementary Education, *FLES, *Instructional Materials, *Language Teachers, *Second Language Instruction, Second Language Learning, *Teacher Qualifications
Identifiers—Content Area Teaching, *ERIC Digests, *Exploratory Foreign Language Programs
Various elementary school foreign language programs (FLES) are introduced, including, regular FLES, content-based FLES, and exploratory foreign language programs (FLEX), and a description of each of the programs is presented. The following questions are addressed: (1) Where should FLES programs meet? (2) How are FLES and FLEX programs staffed? (3) What materials and resources are available to the FLES teacher or for use in the FLES classroom? and (4) What are the hallmarks of a successful program? References, suggestions for further reading, and resources are included. (VWL)

ED 309 653 FL 018 179
Hudelson, Sarah
Write On: Children Writing in ESL.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-13-891961-5
Pub Date—89
Contract—RI88062010
Note—120p.
Available from—Prentice Hall Regents, Englewood Cliffs, NJ 07632 ($14.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Children, Classroom Techniques, Cognitive Processes, Elementary Education, *English (Second Language), Language Acquisition, Language Research, Language Teachers, Peer Evaluation, Reading Skills, Second Language Learning, *Skill Development, *Teaching Methods, *Writing Evaluation, Writing Instruction, *Writing Skills
Identifiers—Dialogue Journals, Whole Language Approach
This monograph focuses on the writing development of young English-as-a-Second-Language (ESL) learners in order to provide teachers with an overview of research and theory about ESL children's writing from the perspective that research and theory may and should form practice. Recent research on children's first and second language writing is reviewed, including the influence of native language reading and writing ability on ESL writing development. The application of these research findings to instructional strategies and the need for classroom assessment and documentation of children's progress as writer's are considered. The following topics are highlighted: (1) the whole language approach; (2) the use of peer review in the classroom; (3) the elements that ESL students bring to writing; and (4) the connection between reading and writing. (Author/VWL)

ED 317 036 FL 018 298
Stansfield, Charles W.
Simulated Oral Proficiency Interviews. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-04
Pub Date—Dec 89
Contract—RI88062010
Note—4p.
Pub Type— Opinion Papers (120) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Language Proficiency, Language Tests, *Oral Language, Testing
Identifiers—ERIC Digests, *Oral Proficiency Interview, *Simulated Oral Proficiency Interview
The Simulated Oral Proficiency Interview (SOPI) is a semi-direct speaking test that models the format of the Oral Proficiency Interview (OPI), an oral proficiency test used by government agencies to assess general speaking proficiency in a second language. The SOPI is a tape-recorded test consisting of six parts. It begins with simple, personal background questions posed on a tape in a simulated initial encounter with a native speaker of the target language. Part one of the SOPI is analogous to the warm-up phase of the OPI, and the other five parts are designed to elicit language that is similar to language that would be elicited during the check and probe phases of the OPI. An examination of the SOPI research shows that the SOPI correlates so highly with the OPI that it is safe to say that the tests measure the same abilities. A comparison of the advantages of each test suggests that the SOPI offers certain practical and psychometric advantages over the OPI. (VWL)

ED 317 039 FL 018 347
Krause, Julie
Telecommunications in Foreign Language Education: A Resource List. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-06
Pub Date—Dec 89
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, Cultural Awareness, *Intercultural Communication, *Second Language Instruction, Second Language Learning, Teaching Methods, *Telecommunications
Identifiers—CompuServe, Computer Writing Network, De Orilla A Orilla, Global TELEclass, Minitel, Satellite Communications for Learning
Foreign language and bilingual educators are in the unique position of being able to bring the world to their classrooms via the telecommunications technologies. Telecommunication is electronic communication over long distances by means of an online computer service, a telephone, a television, a satellite, or other long distance technologies. This digest discusses many of the resources available to foreign language educators, including De Orilla A Orilla, The Computer Writing Network, CompuServe, Minitel, The Global TELEclass Project (Telecommunication Enriches Language Experience), and the Satellite Communications for Learning (SCOLA). The advantages of using telecommunications in the foreign language classroom are highlighted. (VWL)

ED 317 086 FL 018 442
Short, Deborah J. Spanos, George
Teaching Mathematics to Limited English Proficient Students. ERIC Digests.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-03
Pub Date—Nov 89
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cultural Awareness, Cultural Differences, *Curriculum Development, *Limited English Speaking, *Material Development, *Mathematics Instruction, Student Evaluation, *Teacher Education
Identifiers—Content Area Teaching, *ERIC Digests
A mathematical problem is used to illustrate the difficulties non-native or limited-English-speaking students may encounter while attempting to solve mathematical problems in English. Simply knowing the language of instruction and the required math skills may not be sufficient for solving math problems. Cultural issues are present as well. It is suggested that instruction should be sensitive to both the cultural and linguistic needs of language minority students. Instruction that emphasizes language activities should be incorporated into content area lessons and curricula. This requires development in teacher training, curricula and materials, assessment, and cooperation between content and language educators. (Author/VWL)

ED 317 087 FL 018 443
Oxford, Rebecca
The Role of Styles and Strategies in Second Language Learning. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-07
Pub Date—Dec 89
Contract—RI88062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Style, Individual Differences, Language Research, *Learning Strategies, *Second Language Learning
Identifiers—*ERIC Digests
Language learners use different learning strategies, specific actions and behaviors to help them learn, at least partly because their general learning styles, or overall approaches to learning and the environment, are so varied. Learning style encompasses: cognitive style; patterns of attitudes and interests; a tendency to seek situations compatible with one's own learning patterns; and a tendency to use certain learning strategies and avoid others. At least twenty dimensions of learning styles have been identified. Language learning strategies are often-conscious steps or behaviors used to enhance acquisition, storage, retention, recall, and the use of new information. Strategies can be assessed in a variety of ways. Language learning research has suffered from overemphasis on metacognitive and cognitive strategies at the expense of other important considerations. Research has focused on the relationship between learning strategy use and language proficiency, individual differences in the use of learning strategies, and the value of training in the use of language learning strategies. Language learning styles and strategies appear to be among the most important variables influencing second language performance. A 30-item bibliography is included. (MSE)

ED 317 096 FL 800 092
Peyton, Joy Kreeft
Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; Center for Applied Linguistics, Washington, D.C.; National Clearinghouse on Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-90-01
Pub Date—Dec 89
Contract—RI8916601
Note—4p.; NCLE is also an Adjunct ERIC Clearinghouse.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *English (Second Language), *Instructional Materials, *Limited English Speaking, *Literacy Education, Second Language Instruction, *Student Developed Materials, *Writing Instruction, Writing Processes
Identifiers—ERIC Digests

Students at all levels of literacy learning can express their ideas in print. Teachers working with student writers have found that the attempt to express, organize, and understand personal experience is also a powerful language learning device. When students publish their writings, they can see their own thoughts and concerns, and those of others like them, represented and validated in print. Many literacy programs compile student writings into booklets, newsletters, or magazines both for in-house distribution and for external audiences. When adult learners publish for outside audiences, they are motivated to produce interesting and clearly-written texts and gain self-esteem. When students serve on editorial boards to categorize, select, edit, and prepare pieces for publication, they have opportunities to identify and reflect on good writing. The readers of learner-produced materials benefit from the simplicity of text and topic, are inspired to write, and are provided with an inexpensive source of needed reading material. A successful writing program for limited-English-proficient adult literacy learners requires a process approach to writing, conversation as an essential part of the process, personal experience and the community as resources for material, and a well-developed publication system. A list of student-published materials is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 226 FL 018 297
Stansfield, Charles W.
Language Aptitude Reconsidered. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-05
Pub Date—Dec 89
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aptitude, *Aptitude Tests, *Cognitive Processes, Research Needs, *Second Language Learning, Standardized Tests, *Test Use
Identifiers—*ERIC Digests

Foreign language aptitude was the subject of much research in the 1950s and has been the subject of intermittent research for the last 30 years. Aptitude is measured by the amount of time it takes an individual to learn. Foreign language aptitude appears to differ from general aptitude or intelligence. One theory states that foreign language aptitude consists of four cognitive abilities: (1) phonetic coding, or the ability to segment and identify distinct sounds, form associations between the sounds and their symbols, and retain these associations; (2) grammatical sensitivity, or the ability to recognize the grammatical function of words or other linguistic structures in sentences; (3) rote learning ability in foreign language situations; and (4) inductive language learning ability, or the ability to infer the rules governing language use. Several tests of foreign language ability are in use today for a variety of purposes in government and education. Concerns about the age of currently used language aptitude tests and the need to incorporate new knowledge of aptitude into test design suggest a need for research, test development, and data collection and analysis. The concept of language aptitude may need to be expanded and refined. (MSE)

ED 318 230 FL 018 444
Baron, Naomi S.
The Uses of Baby Talk. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-08
Pub Date—Dec 89
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affection, *Age Differences, Attention Control, *Interpersonal Communication, Language Research, *Language Role, *Language Styles, *Parent Child Relationship, Social Experience
Identifiers—*Baby Talk, ERIC Digests

Baby talk, also known as motherese or child-directed speech, refers to a set of speech modifications commonly found in the language adults use to address young children. The same functional motivations underlying adult speech to other adults also shape adult speech to children. These include pedagogy, control, affection, social exchange, and information-giving. In each of these ares, baby talk is a coherent language style used with both children and adults, and it arises for identifiable, logical reasons. While use of an isolated baby talk feature may temporarily slow emergence of a specific linguistic construction, overall, as a speech register, it has never been shown to hamper linguistic growth. Research has addressed only the pedagogical function of baby talk. Every parent must evaluate the efficacy of baby talk, especially when it functions for control or as an expression of affection. Baby talk for social interaction does both foster language development and benefit the parent. (MSE)

ED 318 231 FL 018 445
Wolfram, Walt
Incorporating Dialect Study into the Language Arts Class. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-10
Pub Date—Feb 90
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Classroom Techniques, Curriculum Design, *Dialect Studies, Elementary Secondary Education, *Language Arts, Pronunciation Instruction, Research Projects, Standard Spoken Usage, Student Projects, Vowels
Identifiers—ERIC Digests

Most educational programs focusing on dialect differences are constructed to move speakers toward the standard variety of English. However, dialect study as language study in its own right introduces dialects as resources for learning about language and culture, with potential for language arts education. Systematic introduction of dialect diversity in the language arts curriculum can be used to: (1) challenge popular myths about dialects; (2) offer a new perspective on the nature of language; and (3) develop critical thinking skills. Studying dialects does not threaten the sovereignty of Standard English, but instead offers an understanding of the reasons for learning this variety. Although the themes in a curriculum unit on dialects vary depending on level, topics should be included concerning the naturalness of American English dialects, dialect patterning and rule government, dialect levels, and dialect consequences. Learning about dialects is accomplished most efficiently through active learning supported by a variety of audio-visual aids, several of which are available commercially. A sample exercise about dialect patterning in Southern vowel pronunciation illustrates another kind of learning activity; the range of possible class projects is broad and varied. Appropriate levels for dialect study range from mid-elementary to upper secondary education. (MSE)

ED 321 550 FL 018 644
Nunan, David
Second Language Classroom Research. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-09
Pub Date—May 90
Contract—RI88062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Research, *Language Research, *Language Teachers, Research Methodology, *Second Language Instruction, *Second Language Learning
Identifiers—ERIC Digests

The purpose of second (or foreign) language classroom research is to answer important questions about the learning and teaching of foreign languages. This kind of research collects data from genuine language classrooms or from experimental settings sometimes established to replicate what takes place in the classroom. Classroom research can focus on teachers or learners, or on the interaction between the two. Four traditions have been identified as methods employed in classroom research. These include: (1) psychometric studies; (2) interaction analysis; (3) discourse analysis; and (4) interaction analysis. Because the language classroom is specifically designed to facilitate language learning, it seems logical that more research should be carried out there. More research is needed that focuses specifically on what does and does not take place in the language classroom. (VWL)

ED 321 551 FL 018 645
Buchanan, Keith
Vocational English-as-a-Second-Language Programs. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-11
Pub Date—Jun 90
Contract—RI88062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education Programs, Cooperation, Cross Cultural Training, Curriculum Development, Needs Assessment, *Program Descriptions, *Program Design, Second Language Instruction, Staff Development, Student Needs, *Vocational Education, *Vocational English (Second Language)
Identifiers—ERIC Digests

There are an estimated 30 million people in the United States with native languages other than English. Within this group are a number of limited-English-proficient individuals. Whether seeking a first American job or better employment, this group encounters a job market that is changing drastically in the number of jobs it can offer to individuals with limited English skills. As a result, growing numbers of these individuals are seeking courses in Vocational English-as-a-Second-Language (VESL) that combine language education with job specific skills. VESL refers to the language needed to interact with English speaking customers or employees, to fill out job applications, or to use manual or catalogues, and its goal is to teach the language required for successful participation in training programs and for job performance. Several different program models have evolved to meet the different skills, education levels, and vocational goals of students. These models include: (1) the ESL approach; (2) the vocational approach; (3) the work experience approach; and (4) the workplace approach. Another model that should be mentioned is the bilingual vocational training model. The following should be considered when designing a VESL program: finances; administration and staff development; curriculum development; needs assessment; support services; and cross-cultural training. (VWL)

ED 321 555 FL 018 673
Barnett, Marva A.
More Than Meets The Eye: Foreign Language Reading. Language and Education: Theory and Practice.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-13-601345-7
Pub Date—89
Contract—RI88062010
Note—244p.
Available from—Prentice-Hall Regents, Englewood Cliffs, NJ 07632.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Classroom Techniques, *Reading Research, *Reading Strategies, *Schemata (Cognition), Second Language Instruction, *Second Language Learning, Student Motivation, *Theory Practice Relationship
This monograph provides an overview of the field of second and foreign language reading research and theories. The intent of the monograph is to provoke thought about future directions for investigating the second or foreign language reading process, and to suggest productive reading pedagogy. In Part I, pertinent first language theory and research are noted focusing on its impact on second language reading theory. Reading models are presented that include both bottom-up and top-down varieties and interactive combinations of the two. In addition, a review is given of studies conducted to ascertain determining factors in second or foreign language reading, as well as a discussion of the relative importance of reader characteristics versus text characteristics with special emphasis on the role of strategy use in reading. Part II focuses on classroom applications and is directed to the teacher considering better ways to teach reading in another language to adolescents or adults already literate in one language. Methods are also discussed for analyzing readers' processes, choosing appropriate reading texts, motivating students through self-selected reading, moving beyond reading comprehension to literary analysis, adapting textbooks when necessary, and testing reading. (GLR)

ED 321 559 FL 018 679
Baron, Naomi S.
Pigeon-Birds and Rhyming Words: The Role of Parents in Language Learning. Language in Education: Theory and Practice.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-13-662875-3
Pub Date—90
Contract—RI88062010
Note—143p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Books (010)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Caregiver Speech, *Child Language, Grammar, *Language Acquisition, *Language Styles, Learning Processes, Parent Child Relationship, *Parent Role, Phonology, Sociolinguistics, Vocabulary Development
Identifiers—*Baby Talk
This 10-chapter monograph explores the range of influences parents have on their children's linguistic development and in the process attempts to understand why parents adopt the language styles they do in addressing children. The discussion focuses on the following three themes that are interwoven throughout the book: (1) the social nature of human language that drives parents to adopt a particular style of language with their children; (2) the importance of multiple variables in determining the precise effect a specific parent may have on the language of a particular child; and (3) the difference between direct and indirect effects on the learning process. Chapters 1 and 2 discuss variables that help shape linguistic interaction between parent and child. Chapter 3 examines the character and functioning of baby talk, and the next four chapters focus on how adults influence their children's development of conversational skills, phonology, lexicon, and grammar. Chapter 8 turns to parental roles in the development of literacy and the place of television in language learning. Language problems (real and imagined) are the subject of chapter 9, and chapter 10 offers concluding remarks. (VWL)

ED 321 573 FL 018 711
Parry, Thomas S., Ed. Stansfield, Charles W., Ed.
Language Aptitude Reconsidered. Language in Education: Theory and Practice, No. 74.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062010
Note—272p.; Selected papers from the ILR Invitational Symposium on Language Aptitude Testing (Arlington, VA, September 14-16, 1988).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Books (010) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Adult Learning, *Aptitude Tests, Case Studies, *Cognitive Ability, Cognitive Style, Intensive Language Courses, *Language Aptitude, Language Proficiency, *Language Tests, *Learning Strategies, *Personality Traits, Predictor Variables, Second Language Learning, Testing, Trend Analysis
Identifiers—*Defense Language Institute CA
Six of 11 papers presented at a symposium on language aptitude testing are included in this document. "Cognitive Abilities in Foreign Language Aptitude: Then and Now" (John B. Carroll) reconsiders language aptitude testing 30 years after publication of the Modern Language Aptitude Test (MLAT). "Preliminary Investigation of the Relationship Between VORD, MLAT, and Language Proficiency" (Thomas S. Parry and James R. Child) reports preliminary findings of correlational validity of a new language aptitude test. "Styles, Strategies, and Aptitude: Connections for Language Learning" (Rebecca L. Oxford) defines and differentiates between several interrelated cognitive constructs that also relate to successful language learning. "The Role of Personality Type in Adult Language Learning: An Ongoing Investigation" (Madeline Ehrman), discusses the relationship between language learning styles, preferred student learning strategies, and method of instruction used at the Foreign Service Institute. "Attitudes, Motivation, and Personality as Predictors of Success in Foreign Language Learning" (Robert C. Gardner) examines the literature concerned with the relation of two variables to second language achievement. "Predictors of Success in an Intensive Foreign Language Learning Context: Correlates of Language Learning at the Defense Language Institute Foreign Language Center" (John A. Lett and Francis E. O'Mara) describes how one measure (the Defense Language Aptitude Battery) is used to select learners of a particular language at the Defense Language Institute in Monterey, California. (MSE)

ED 321 586 FL 018 806
Byrnes, Heidi
Foreign Language Program Articulation from High School to the University. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-01
Pub Date—Jul 90
Contract—RI88062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), Class Size, Curriculum Design, *Educational Objectives, Higher Education, High Schools, Material Development, *Second Language Programs, Student Evaluation, Teacher Education
Identifiers—ERIC Digests, South Carolina
This digest focuses on the articulation of foreign language programs between secondary and higher education. The following questions are addressed: (1) What are urgent reasons for better program articulation?; (2) What forms does articulation take?; (3) What aspects of the educational process does articulation address?; (4) Are there examples of effective articulation between secondary and higher education?; and (5) What administrative and professional challenges lie ahead? (VWL)

ED 321 587 FL 018 807
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-03
Pub Date—Aug 90
Contract—RI88062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Employment Opportunities, *English (Second Language), *Foreign Countries, *Language Teachers, *Second Language Instruction, *Teacher Qualifications
Identifiers—ERIC Digests
This digest provides general information on obtaining English-as-a-foreign-language (EFL) teaching positions abroad. The considerations involved in teaching EFL abroad and the qualifications needed for teaching EFL in various countries are outlined, and general information sources on EFL employment opportunities are listed and described. A section on opportunities for teaching in international schools, as well as a section listing addresses of various additional sources of overseas teaching information are also provided. (VWL)

ED 321 588 FL 018 808
Lange, Dale L.
Assessing Language Proficiency for Credit in Higher Education. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-02
Pub Date—Sep 90
Contract—RI88062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Admission Criteria, Case Studies, *College Credits, Degree Requirements, *Higher Education, *Language Proficiency, Liberal Arts, *Second Language Learning
Identifiers—ACTFL Proficiency Guidelines, ERIC Digests, *University of Minnesota
This digest discusses the assessment of proficiency in a foreign language for credit in higher education. This refers to the process of awarding academic credit for tested proficiency in a foreign language rather than for the number of years a student has spent studying a particular language. The Proficiency Guidelines of the American Council for the Teaching of Foreign Languages (ACTFL) provides the frame of reference for this digest. The following questions are addressed: (1) What are the considerations involved in developing language proficiency requirements as credit standards?; (2) How are the ACTFL proficiency guidelines applied to the determinination of proficiency requirements; and (3) Are there examples of proficiency-based programs currently in effect? A case study of the experience of the University of Minnesota College of Liberal Arts, with implementing a proficiency-based language requirement is provided. (VWL)

ED 321 589 FL 018 809
Two-Way Language Development Programs. ERIC Digests.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-04
Pub Date—Sep 90
Contract—RI88062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavioral Objectives, *Bilingual Education Programs, Educational Objectives, *English (Second Language), Immersion Programs, *Native Language Instruction, *Program Design, *Second Language Instruction
Identifiers—ERIC Digests
Two-way language development programs are full-time programs that use two languages, one of

which is English, for the purpose of instruction. Ideally, these programs are composed of elementary or secondary students half of whom are native speakers of English and the other half of whom are native speakers of the other language of instruction. Subject matter is learned through both languages, enabling students to become proficient in a second language. The objectives of two-way language development programs include the following: language minority students will become literate in their native language as well as in English; language majority students will develop high levels of proficiency in a second language; both language groups will perform academically at their grade level, develop positive attitudes toward the two languages being learned and toward the communities they represent, and develop a positive self-image. Two-way programs are different from transitional and immersion programs in that the two-way programs target both language minority and language majority students and do not separate native English speakers from limited-English-proficient students during instruction. In designing a two-way program, classroom composition, program length, staffing, languages of instruction, the separation of the languages of instruction, and instructional setting must all be considered. (VWL)

ED 321 615 FL 800 217
Spener, David
The Freirean Approach to Adult Literacy Education. NCLE Q&A.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; Center for Applied Linguistics, Washington, D.C.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 90
Contract—RI8916601
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Competency Based Education, Curriculum Design, *English (Second Language), *Literacy Education, *Native Language Instruction, Program Design, *Teaching Methods
Identifiers—*Freire (Paulo), *Problem Posing Method
The Freirean approach to adult literacy education bases the content of language lessons on learners' cultures and personal experiences. This approach has been used in the developing world in successful native and second language literacy projects sponsored by governments and voluntary organizations in both urban and rural settings. The two most distinct features of the Freirean approach are dialogue and problem-posing. Dialogue is used as a means in which two parties confront each other as knowledgeable equals in a situation of genuine two-way communication. In Problem-posing, cultural themes in the form of open-ended problems are incorporated into materials (e.g., pictures, songs, short stories) that are used to generate discussion. This questioning process leads students to define the real-life problem being represented, discuss it's causes, and propose actions to solve it. The Freirean approach can be used in native language literacy education and adapted for use in English-as-a-Second-Language literacy education. (VWL)

ED 321 616 FL 800 235
Terdy, Dennis Spener, David
English Language Literacy and Other Requirements of the Amnesty Program. ERIC Q&A.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; Center for Applied Linguistics, Washington, D.C.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 90
Contract—RI8916601
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, Civics, *English (Second Language), *Immigrants, *Literacy, Literacy Education, Program Design, Required Courses, Teaching Methods, Test Content, United States History
Identifiers—*Citizenship Knowledge Test, English Literacy, *Immigration Reform and Control Act 1986
This document focuses on the requirements of the immigrant amnesty process, which were established by the Immigration Reform and Control Act (IRCA) of 1986. Sections focus on the following questions: (1) How can eligible legalized aliens (ELA) fulfill the IRCA educational requirements? (2) What issues are considered in designing and offering an amnesty course? (3) Are there alternatives to the certificate of satisfactory pursuit? (4) What do the Immigration and Naturalization Service tests contain and how are they administered? (5) Are ELAs remaining in English classes once they have met the IRCA requirements? and (6) Where can I get more information on IRCA and amnesty literacy? (VWL)

ED 321 619 FL 800 264
Chandler, Carolyn Ebel
Using Newspapers in the ESL Literacy Classroom. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-90-02
Pub Date—Jul 90
Contract—RI89166001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Literacy, Class Activities, *English (Second Language), *Instructional Materials, *Literacy Education, *Newspapers
Identifiers—ERIC Digests
Newspapers can be inexpensive and useful tools in the literacy classroom, but newspapers written for native English speakers are not always appropriate for English-as-as-Second-Language (ESL) students. Adapting the newspaper to classroom instruction is a natural way to introduce students to cultural and linguistic concepts. The newspaper can be used for ESL students at all proficiency levels. Many practitioners have compiled detailed and level-appropriate lists of classroom activities for using the newspaper as text. The newspaper industry itself is providing materials for use in adult literacy classrooms. These efforts involve using the newspaper as curriculum. Nationally, newspaper groups have encouraged their local newspapers to develop literacy projects and coalitions. On a local level, newspaper groups cover literacy activities, provide free advertising space, and establish community-wide coalitions. Newspapers, a cultural and community constant in American life, can help newcomers acquire literacy skills and useful information at the same time. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 620 FL 800 265
Thar, Robert
International Literacy Year. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-90-03
Pub Date—Aug 90
Contract—RI89166001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Literacy, Educational Objectives, *Illiteracy, International Cooperation, *Literacy, Primary Education
Identifiers—ERIC Digests, *International Literacy Year 1990, UNESCO
The United Nations Education, Scientific, and Cultural Organization's goal of achieving 100 percent international literacy by the year 2000 led the United Nations General assembly to proclaim 1990 as International Literacy Year. This proclamation was linked to the formulation of a plan of action to assist member states in all regions of the world to wipe out literacy by the end of the twentieth century. The goals of International Literacy Year include the following: (1) to promote better understanding internationally of the problems of illiteracy; (2) to strengthen and revitalize existing primary education programs; (3) to encourage new programs to reach adult illiterates; and (4) to promote the struggle against reverting to previous levels of illiteracy. There are a number of major international efforts to promote literacy, largely through the International Task Force on Literacy, a coalition of over 35 international nongovernmental organizations involved in adult education and literacy. UNESCO will publish a study this year arguing that unless an all-out effort is made to boost the quality of primary schooling, making it accessible to all children, and to give education renewed financial priority, the fight against illiteracy will be lost. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 621 FL 800 266
Brod, Shirley
Recruiting and Retaining Language Minority Students in Adult Literacy Programs. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-LE-90-06
Pub Date—Aug 90
Contract—RI89166001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Literacy, *English (Second Language), *Literacy Education, *School Holding Power, *Student Recruitment
Identifiers—ERIC Digests
As the nation has become aware of the scope of adult illiteracy and its tremendous cost, literacy programs have proliferated. New populations of language minority adults are becoming eligible for and involved in an increasing number of these programs. They include, among others, refugees whose training is no longer funded by the Office of Refugee Resettlement, and newly legal amnesty clients who have come into Adult Basic Education programs from classes conducted under the Immigration Reform and Control Act of 1986. It is necessary to consider how recruitment and retention of these and other students in literacy programs can be enhanced. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 622 FL 800 267
Blanton, Linda
Talking Adult ESL Students into Writing: Building on Oral Fluency To Promote Literacy. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-90-05
Pub Date—Aug 90
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Students, College Students, *English (Second Language), Higher Education, *Language Fluency, *Literacy, *Oral Language, Teaching Methods, *Written Language
Identifiers—ERIC Digests
In English-as-a-Second-Language (ESL) classes at the college level, students are often enrolled who have a high degree of oral fluency, but little proficiency in reading or writing. Developmental ESL students need a solid start toward "inventing" themselves as readers and writers. One method of teaching ESL students to write is to build on their level of oral fluency. Situations can be created in the classroom where students collaborate as partners by sharing their personal histories aloud. After students have discussed their broadly focused personal histories, they narrow the focus to one specific aspect (e.g., a childhood memory). Students are encouraged to take notes during the talking and listening phase of their work. This helps them make the transition from the oral to the written phase of their work, and enables students to understand how texts are created on the basis of personal significance. Writers narrow and organize their material on the basis of what is significant to them. Likewise, readers/listeners focus on areas they find to be significant. Within this approach, students begin to

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make connections between writing and reading that they did not make before. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 623 FL 800 268
Spanos, George Smith, Jennifer J.
Closed Captioned Television for Adult LEP Literacy Learners. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-90-04
Pub Date—Aug 90
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Students, *Captions, Elementary Education, *English (Second Language), Instructional Materials, *Limited English Speaking, *Literacy Education, Teaching Methods, *Television
Identifiers—*Closed Captioned Television, ERIC Digests
Closed captioning is the process by which audio portions of television programs are transcribed into words that appear on the television screen at the same time as the program. This digest focuses on using closed captioned television for teaching limited-English-speaking literacy learners, and looks at: (1) the educational uses of closed captioned television (CCTV); (2) CCTV for English-as-a-Second-Language (ESL) elementary students as well as adult students; and (3) the identification, selection, and adaptation of CCTV for materials for use with adult ESL literacy learners. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 624 FL 800 269
Weinstein-Shr, Gail
Family and Intergenerational Literacy in Multilingual Families. NCLE Q & A.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 90
Contract—RI89166001
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Educational Objectives, English (Second Language), Family Characteristics, *Family Programs, Instructional Materials, *Intergenerational Programs, *Literacy, *Literacy Education, Multilingualism, *Teaching Methods
The questions and answers in this document focus on the way that families affect and create the conditions for literacy development and use among family members. The following questions are addressed: (1) What is family literacy? Is it the same as intergenerational literacy? (2) What are the goals of family and intergenerational programs, and what are some models for working toward those goals? (3) What are some of the instructional approaches, methods, and techniques used in family literacy programs? (4) What are some materials and resources that have been developed for family and intergenerational literacy programs? and (5) What are some promising directions for the future? Eighteen references and 10 suggestions for further reading are included. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

HE

ED 314 987 HE 023 153
Smith, Daryl G.
The Challenge of Diversity. Involvement or Alienation in the Academy? ASHE-ERIC Higher Education Report No. 5, 1989.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-9623882-5-4
Pub Date—89
Contract—RI-88-062014
Note—129p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. ES, Washington, DC 20036-1181 ($15.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Access to Education, Change Strategies, College Faculty, *Cultural Pluralism, Demography, *Educational Change, Educational Quality, Enrollment Trends, Higher Education, Institutional Evaluation, Institutional Survival, School Holding Power, *Student Characteristics, Trend Analysis
Identifiers—*Diversity (Student)
For years, researchers have forecast the increasing diversification of students in higher education as a result of changing demographics and a variety of other social and economic shifts. The diverse elements of today's student body include differing age, gender, ethnic and racial backgrounds, and increasing numbers of differently able and part-time students. The issues facing higher education fundamentally relate to the capacity of institutions to function in a pluralistic environment. After an executive summary and introduction, six sections cover the following topics: (1) the status of diversity (enrollment, retention, and the campus environment); (2) the role of student characteristics; (3) the challenge of involvement (theories of involvement, cultural pluralism, intergroup relations, and demography); (4) institutional responses to diversity (approaches of successful institutions and implications); (5) organizing for diversity (diversification of faculty and staff, mission and values, dealing with conflict, the quality of interaction on campus, educating for diversity, the perceived conflict between access and quality, and the changing climate); and (6) assessment and implications (institutional assessment, research, coordination among sectors, national issues, costs and commitment, and leadership). An appendix describes institutional characteristics. Contains approximately 360 references. (SM)

ED 316 074 HE 022 965
Bensimon, Estela M. And Others
Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; Office of Educational Research and Improvement (ED), Washington, DC.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
Report No.—ISBN-0-9623882-0-3
Pub Date—89
Contract—RI88062014
Note—121p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($15.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Administrator Guides, *Administrators, *College Administration, College Planning, *College Presidents, *Higher Education, Institutional Role, *Leadership, Leadership Qualities, Leadership Responsibility, Politics of Education, Theories
An integration and synthesis of the theoretical literature on leadership with the literature concerning higher education as a social institution is presented. The literature on a conceptual explanation of leadership is reviewed and related directly to higher education and its sociological and organizational uniqueness. The first four of the report's five sections discuss the following topics and subtopics: (1) the contemporary context and calls for leadership (constraints in responding to the calls for leadership and overcoming constraints to leadership); (2) conceptual explanations of leadership (theories and models of leadership and organizational theory and images of leadership); (3) higher education and leadership theory (trait theories, power and influence theories, behavioral theories, contingency theories, cultural and symbolic theories, and cognitive theories); and (4) higher education and organizational theory (the university as bureaucracy–the structural frame, the university as collegium–the human resource frame, the university as political system–the political frame, the University as organized anarchy–the symbolic frame, the university as cybernetic system, and an integrated perspective of leadership in higher education). The fifth and final section, Overview and Integration, discusses the effectiveness of leadership, cognitive complexity, transformational and transactional leadership, leadership paradigms, thinking about leadership, and an agenda for research on leadership in higher education. The report contains approximately 250 references. (SM)

ED 316 075 HE 022 978
Washington, Valora Harvey, William
Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-9623882-1-1
Pub Date—89
Contract—RI88062I4
Note—128p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($15.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Access to Education, *Affirmative Action, *Black Teachers, Civil Rights, *College Faculty, Educational Discrimination, Educational Opportunities, *Equal Education, *Equal Opportunities (Jobs), Excellence in Education, Higher Education, *Hispanic Americans, Minority Groups, Racial Discrimination, Teacher Recruitment, Teacher Supply and Demand
The need for higher education to shift from a policy of nondiscrimination to one of affirmative action is examined, with note taken of the clear opportunity for higher education to take advantage of faculty positions being vacated due to retirement during the mid-to-late 1990s. Preparations can be made now to provide opportunities for minority students to enter graduate school and be prepared for a future career in the professoriate. Necessary issues and actions are defined. The first four of the reports discuss the following topics and subtopics: (1) overview of affirmative action for African-American and Hispanic faculty (why it is important to have a diverse faculty, higher education before affirmative action, defining affirmative action, and the impact of affirmative action on higher education); (2) supply and demand for African-American and Hispanic faculty (status of this faculty in higher education, supply and demand issues, quality of faculty life, tomorrow's professoriate: the empty pipeline, and barriers to equal access and effective affirmative action); (3) effective affirmative action, institutional approaches and barriers (including institutional leadership, search committees, affirmative action offices, and case study–the African-American presence at Antioch College); and (4) national responses to affirmative action issues in higher education (court decisions, governmental agencies, public commissions, and professional organizations). Conclusions and recommendations are provided in section 5 and cover public policy, higher education practices, and research needs. Tables are included. Contains approximately 180 references. (SM)

ED 316 076 HE 022 979
Tomlinson, Louise M.
Postsecondary Developmental Programs: A Traditional Agenda with New Imperatives. ASHE-ERIC Higher Education Report 3, 1989.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-9623882-2-X
Pub Date—89
Contract—RI88062I4
Note—127p.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($15.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—College Bound Students, *College Preparation, *Developmental Studies Programs, *Educational Development, Educationally Disadvantaged, Higher Education, High Risk Students, Skill Development, Transitional Programs
The report examines postsecondary developmental education for students denied regular admission to the institution. Addressed are such concerns as the evolution of developmental programs, the effect of developmental programs on the integrity of academic institutions, and the future of postsecondary developmental programs. The report's seven sections discuss the following topics and subtopics: (1) the historical perspective of postsecondary developmental education (the evolution of developmental programs in the United States and the purpose, function, nature, definition and ambiguities of such programs); (2) the rationale for developmental programs (new target population, projections, arguments on role and responsibility, learning deficiencies, experiential deficiencies, and standardized placement trends–SAT averages); (3) characteristics of postsecondary developmental programs (alternative structures, types of interventions, delivery modes, operational models, and the role of junior and senior colleges and universities); (4) exemplars and problems in the delivery of developmental services (profiles of two successful programs, factors of success) personnel, program design, general criticisms, and problems); (5) program evaluation (assessments of program evaluation, focus and findings, and evaluation designs and implications); (6) changes in education and the challenge to developmental curriculum (including a comparison of Sternberg on training intelligence, Feurstein on instrumental enrichment, and Lipman on philosophy in the classroom); and (7) policy and possibilities for future developmental programs (the role of the state in policy, training administrators and faculty, the prospective developmental student population, the general prosperity of programs, and developmental research). Contains 139 references. (SM)

ED 317 099 HE 023 148
Bensimon, Estela M. And Others
Making Sense of Administrative Leadership. The "L" Word in Higher Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-1
Pub Date—89
Contract—RI88062014
Note—For the report on which this digest is based, see ED 316 074.
Available from—ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1181 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Effectiveness, *College Administration, *College Presidents, Higher Education, *Leadership, Leadership Qualities, Leadership Styles
Identifiers—ERIC Digests
The digest is based on a full length report (with the same title) on leadership in higher education. The full report provides a definitive review of the literature and institutional practice on the topic. Recent scholars have new ideas challenging traditional notions that organizations are driven by leadership or that the quality of leadership greatly affects organizational performance. Research traditions in leadership can be grouped into six categories of theories: trait, power and influence, behavioral, contingency, cultural and symbolic, and cognitive. One useful organizational typology from the perspective of leadership suggests that organizations can be viewed from four vantage points (structural, human resources, political, and symbolic frames). Study of leadership in colleges and universities is problematic because of the dual control systems, conflicts between professional and administrative authority, unclear goals, and other properties of professional organizations. Leadership in higher education can be examined from the perspective of leadership theories and organizational frames, though an explicit conceptual orientation is absent in many of the works. Contemporary works indicate understanding of leadership in academic organizations may be undergoing a paradigmatic shift from a rational perspective toward a cultural and symbolic perspective. Cultural and symbolic theories deserve serious attention because they present a view of leadership that is highly compatible with the characteristics of academic organizations. Contains 9 references. (SM)

ED 317 100 HE 023 149
Washington, Valora Harvey, William
Affirmative Rhetoric, Negative Action. African-American and Hispanic Faculty at Predominantly White Institutions. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-2
Pub Date—89
Contract—RI88062014
Note—3p.; For the full report, see ED 316 075.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, D.C. 20036-1181 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affirmative Action, Blacks, Civil Rights, College Faculty, *Equal Opportunities (Jobs), Higher Education, Hispanic Americans, *Minority Groups, Personnel Selection, Racial Discrimination
Identifiers—ERIC Digests
The digest is based on a full length report (with the same title) on African-American and Hispanic faculty at predominantly white, four-year institutions of higher education. The full report provides a definitive review of the literature and institutional practice on the topic. Three topics are discussed: (1) how necessary affirmative action really is, noting that it continues to be necessary because of its limited success and because of the pluralistic nature of society); (2) why more progress has not been made in hiring diverse faculty (e.g. lack of accurate availability data, political and philosophical dominance of issues related to merit and standards for qualification rather than equity, and a focus on regulation and compliance rather than on advocacy in affirmative action operations); and (3) what can be done to increase employment opportunities for African-American and Hispanic faculty (e.g. adopting proactive rather than reactive approaches to seeking such faculty, more use of minority networks or vitae banks, and strong leadership among members of the target groups who are already part of the campus community). Contains 7 references. (SM)

ED 317 101 HE 023 150
Tomlinson, Louise M.
Postsecondary Developmental Programs. A Traditional Agenda with New Imperatives. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-3
Pub Date—89
Contract—RI88062014
Note—For full report, see ED 316 076.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, D.C. 20036-1181 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Preparation, College Students, *Developmental Programs, Educational Development, Equal Education, Higher Education, Postsecondary Education, *Remedial Instruction, Remedial Mathematics, Remedial Reading, *Student Development, Study Skills, Test Wiseness, Writing Skills
Identifiers—ERIC Digests
The digest is based on a full length report (with the same title) on postsecondary developmental programs. The full report provides a definitive review of the literature and institutional practice on the topic. Postsecondary developmental programs at institutions of higher education encompass a variety of courses and services that are conducted to provide assistance to individuals who have been denied regular admission to the institution because of failure to meet specified admission and placement requirements or because of predicted risk in meeting the requirements of college-level courses. These services focus primarily on skills in reading, writing, mathematics, and study and test-taking strategies, as well as personal adjustment and other affective variables crucial to success in the college curriculum. Such programs began evolving as early as the mid-1800s when in response to the needs of underprepared students, programs classified as college preparatory served many of the same goals. Changes in labeling of preparatory programs are associated with the changes in student populations (reflecting the wide range of student statuses). Many developmental program models have emerged as a result of the growing diversity among enrollees. Remedial programs are perceived by their supporters as additions to, not replacements for, a required curriculum. They have helped fulfill the mission of providing equal educational opportunity in a democratic society. Enrollment in these programs has increased in recent years, and the trend will most likely continue into the 1990s and beyond. Contains 6 references. (SM)

ED 317 102 HE 023 151
Thelin, John R. Wiseman, Lawrence L.
The Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-4
Pub Date—89
Contract—RI88062014
Note—3p.; For the full report, see HE 023 152.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1181 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Athletics, Business, Change Strategies, *College Athletics, College Curriculum, *Educational Change, Higher Education, Politics
Identifiers—ERIC Digests
The digest is based on a full length report on academics and athletics in higher education. The full report provides a definitive review of the literature and institutional practice on the topic. Three sections consider: (1) business and politics of college sports (e.g. most budgets for athletics programs show signs of precarious fiscal fitness, some standard procedures of big-time sports programs jeopardize many privileges and exemptions colleges traditionally have enjoyed as nonprofit educational organizations, and sports programs managed as admittedly commercial enterprises tend to have government agencies looking at athletics foundations more as entertainment than education); (2) why college sports programs resist reform (the key figure in such a reform is the college president, yet making decisive changes in athletics policy is not easy for a president who must contend with external pressures, problems of a single campus working in isolation, and the visibility of college sports); and (3) reform measures that can help achieve a proper balance (e.g. internal taxation, public policy for nonprofit organizations, and cooperation among colleges and their presidents). Contains 7 references. (SM)

ED 317 103 HE 023 152
Thelin, John R. Wiseman, Lawrence L.
The Old College Try. Balancing Academics and Athletics in Higher Education. ASHE-ERIC Higher Education Report No. 4, 1989.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-9623882-3-8
Pub Date—89

Contract—RI88062014
Note—158p.; For a related ERIC Digest, see HE 023 151.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. ES, Washington, DC 20036-1181 ($15.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Academic Standards, Athletics, Business, Change Strategies, *College Athletics, College Curriculum, Educational Change, Higher Education, *Intercollegiate Cooperation, Politics
This book reviews the literature and institutional practice concerned with intercollegiate sports in higher education. Six sections cover the following topics: (1) academics and athletics (e.g., trends in research and scholarship and a framework for institutional analysis); (2) fiscal fitness: the peculiar economics of intercollegiate athletics (e.g. why expenses for college sports are so high and philanthropy and fund raising); (3) public policy and intercollegiate athletics programs (e.g., accountability, compliance, and other aspects of paying the price of nonprofit status, and colleges and the courts as illustrated by the case of television); (4) presidential leadership (e.g., the prescribed presidential role and problems of presidential leadership); (5) intercollegiate athletics and institutionalized administration (e.g. faculty involvement and the athletics director); and (6) educational mission, academic structure, and intercollegiate athletics policy, including recommendations for reform (e.g. structural models and institutional mission and from mission statements to self-study and accountability). Contains approximately 140 references. (SM)

ED 317 109 HE 023 309
Mayville, Zari
Emerging Trends in Higher Education.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—89
Note—23p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, Curriculum, *Educational Change, Educational Finance, Educational Practices, *Educational Trends, Employment, Enrollment Trends, *Higher Education, Quality Control, Student Financial Aid, *Trend Analysis
This literature survey examines trends in higher education requiring a broad base of support from the changing institutions and the people who have to respond to, plan for, and manage the changes. Trends are identified in the areas of enrollment, financial aid, curricula, faculty, financial status, and assessment. Trends affecting enrollment include recruiting practices, increased publicity about institutions, emphasis on student retention, and demographic changes in the pool of potential applicants. Enrollment rates in general are analyzed, with special emphasis to racial/ethnic group students, adult learners, and part-time students. The number of students receiving financial aid has declined, and recipients have shifted from long-term degree programs to short-term vocational programs. Changes in curricula are taking place, especially in the areas of general education and critical thinking skill development. Trends in employment include the increase in the number of part-time faculty, the underrepresentation of minority faculty members, and shortages of faculty in certain subject areas. The financial status of colleges and universities is being impacted by tuition rates, inflation, and faculty salaries. There is also a trend towards increased assessment as businesses and industries demand assurance of the quality of higher education programs. Includes 34 references. (JDD)

ED 317 121 HE 023 331
Stark, Joan S. And Others
Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-9623882-4-6
Pub Date—89
Contract—RI88062014
Note—132p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($15.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Books (010)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, *Educational Improvement, Evaluation Methods, Expectation, *Goal Orientation, Higher Education, Self Concept, *Student Educational Objectives, *Student Evaluation
Helping students take active responsibility for their education may depend on how well educators link their classroom goals with the goals students hold for themselves. Goals are not fixed, but change as individuals change. Helping students revise their goals and improve their control of behavior are valid educational goals. Most institutions collect information about broad student goals as they enter, but few measure how they change from entrance to graduation. Current efforts to measure student outcomes foster the connection of goals and outcomes at course and program levels. Research on student goals continues to have a psychological orientation. Recent research has identified goal attributes, such as specificity, clarity, source, commitment, and temporality, that may be helpful in better defining goals or relating college experience to goal attainment. Ideally, an inventory of student goals for achievement in particular courses would include broad goals, expectancies, self-concept, and goals specific to the course type. Faculty can use course-level goals to improve teaching by understanding the diversity and intensity of student effort in a particular class, apply teaching approaches appropriate for student expectations and interest, and refine the assessment process. An inventory will soon be available for use by classroom teachers and researchers. Appendixes list broad student goals identified in several major surveys as well as details of some common typologies. Contains about 220 references. (MSE)

ED 317 145 HE 023 366
Smith, Daryl G.
The Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-5
Pub Date—89
Contract—RI88062014
Note—3p.; For the full report, see ED 314 987.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle N.W., Suite 630, Washington, DC 20036-1183 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alienation, Change Strategies, *College Administration, *College Environment, *College Planning, *College Students, Cultural Pluralism, Educational Change, Higher Education, *School Desegregation, *Social Integration, Student Attitudes, Student Characteristics
Identifiers—*Diversity (Student)
The makeup of student bodies in higher education has become more diverse, but students tend to be clustered in segments of the postsecondary system and in various levels and fields. Many campuses do not effectively integrate students who are different. Institutions that are successful in this area tend to: (1) focus on student success and provide the tools for success; (2) enhance coordination and articulation with other educational levels; (3) dedicate resources to fostering acceptance; (4) have access to good information on institution and students; and (5) have leaders in the faculty and administration who provide direction for these efforts. Transformation of the institution into a system that is organized for diversity means addressing a number of issues, including faculty and staff diversity, institutional mission and values, educating for diversity, dealing with conflict, the quality of interaction between students and faculty and institution, and the perceived conflict between quality and diversity. Institutions and policymakers can take these steps to respond to diversity: undertaking comprehensive institutional assessment and cross-institutional research, coordinating among sectors, increasing the numbers of students entering teaching, involving organizations successfully meeting the challenge, improving access, providing sustained commitment, and providing leadership. (MSE)

ED 317 146 HE 023 367
Stark, Joan S. And Others
Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-6
Pub Date—89
Contract—RI88062014
Note—3p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle N.W., Suite 630, Washington, DC 20036-1183 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Educational Improvement, Expectation, Higher Education, Self Concept, *Student Educational Objectives, *Student Evaluation
As the United States debates what it expects of college graduates and how to measure the achievement of these expectations, the goals of students frequently are overlooked. Goals are what individuals hope to achieve and accomplish. Currently most colleges collect information about the broad goals students hold for attending college as they enter, and the information is used for administrative planning or developing strategies to recruit and retain students. Some institutions also collect perceptions from graduating seniors and alumni about the extent to which they achieved their academic, personal, social, and vocational goals in college. Few institutions measure how student goals change from entrance to graduation or as a result of specific programs of study. Scholars have developed typologies related to student characteristics, which have been criticized for perpetuating stereotypes. New developments in social science can help guide development of a comprehensive course-specific goals inventory capable of illuminating the multidimensional goal patterns students bring to college and the classroom. Faculty can use course-level goals to improve teaching and assessment. An inventory will soon be available for use by classroom teachers and researchers. (MSE)

ED 319 297 HE 023 485
Jacoby, Barbara
The Student as Commuter: Developing a Comprehensive Institutional Response. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-7
Pub Date—89
Contract—RI88062014
Note—3p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Commuter Colleges, *Commuting Students, Educational Experience, Higher Education, Institutional Evaluation, Institutional Role, *Student College Relationship, *Student Welfare
Identifiers—ERIC Digests
A preview is given of ASHE-ERIC report no. 7 which focuses on commuting students at colleges and universities and how institutions of higher education can begin to respond to these students' special circumstances that are greatly affecting their educational experience. The diversity of commuter students and their educational goals requires the use of multiple approaches, such as human development theories, campus design, and the use of Maslow's

hierarchy, of needs. Institutions of higher education can determine whether or not commuter students' goals and educational needs are being met by first developing a commuter student profile, then by carrying out an institutional self-appraisal of its services and offerings that benefit all students, and finally, by completing an analysis of the institution/student interactions that are important to the student's development and campus life. Thirteen principle elements of a comprehensive institutional response are provided. Six references. (GLR)

ED 319 298 HE 023 486

Jacoby, Barbara

The Student as Commuter: Developing a Comprehensive Institutional Response. ASHE-ERIC Report No. 7.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-9623882-6-2

Pub Date—89

Contract—RI88062014

Note—118p.

Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 (Single copy prices, including 4th class postage and handling, are $15.00 regular and $11.25 for members of AERA, AAHE, AIR, and ASHE).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Commuter Colleges, *Commuting Students, Dropout Prevention, Educational Experience, Higher Education, High Risk Students, Institutional Evaluation, Institutional Role, *Student College Relationship, *Student Welfare

Several major studies have identified student commuters as being at particularly high risk for attrition from higher educational institutions. This report reviews the knowledge that exists about students-as-commuters in depth. Among the implications for educational policy makers is the need for commuter institutions to provide opportunities to increase students' involvement and to evaluate the institution's impact. Educators should assess how students think about important issues and how the environment of the commuter institution either challenges or supports their thinking. Ways that institutions can assess their effectiveness with their commuting students and create a sense of community for them within the institution are outlined. One model describes the development of a comprehensive institutional response to the student-as-commuter in three stages. In stage 1, institution merely removes obvious barriers like requirements for admission or housing. In stage 2, separate student programs specifically for commuters on residential campuses are developed. Finally, stage 3 involves the active use of the principles of justice and fairness to correct inequities in a system that de facto discriminates against one group in favor of another. Thirteen recommendations for developing a plan of action are provided. Contains 275 references. (GLR)

ED 320 524 HE 023 651

Morse, Suzanne W.

Renewing Civic Capacity: Preparing College Students for Service and Citizenship. ASHE-ERIC Higher Education Report 8.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-9623882-7-0

Pub Date—89

Contract—RI88062014

Note—148p.

Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($15.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Citizen Participation, Citizen Role, *Citizenship Education, Citizenship Responsibility, *Civics, Curriculum, Higher Education, *Role of Education, *Teaching Methods

The history of higher education in America has a rich tradition of preparing students for civic roles and responsibilities, but with increased specialization, these goals have lost their emphasis in the curriculum. This monograph defines responsible citizenship in a democratic society and its requisite skills; reviews higher education's role in civic education; identifies ways colleges and universities can help develop the skills and requirements of citizenship and public life; and presents ways that campuses can create a new environment for learning about the civic life, through teaching, governance, extracurricular activities, campus life, and community relations. Six approaches to civic education are presented, including: (1) cultural traditions and classical education, (2) community and public service and experiential education, (3) studies of leadership, (4) general and liberal arts education, (5) civic or public leadership education, and (6) other education such as international studies and philanthropy. A list of 193 references is included. (JDD)

ED 321 704 HE 023 722

Morse, Suzanne W.

Renewing Civic Capacity: Preparing College Students for Service and Citizenship. ERIC Digest.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-89-8

Pub Date—89

Contract—RI88062014

Note—3p.; For the full report, see ED 320 524.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizen Role, *Citizenship Education, *Citizenship Responsibility, Community Responsibility, *Educational Objectives, Higher Education, Models, Values Education

Identifiers—ERIC Digests

This digest summarizes a full length report on preparing college students for citizenship responsibilities. The following questions are considered: What is citizenship and public life? What is higher education's role in educating for citizenship? and what are the skills for a renewed civic life?. The importance of citizens integrating their public and private lives for maximum social productivity is stressed. Higher education offers a setting, a curriculum, and an established community, all aimed at developing human beings for living in a public world. Three models can define the citizen's role: electoral-competitive, representative, and participatory democracy. Each model requires different attitudes, skills, and levels of participation. Colleges and universities can help students expand their notions of citizenship through the classroom structure, by providing opportunities for experiential learning, and in creating a campus community where all constituencies can think together about their shared lives. Includes 11 references (DB)

ED 321 705 HE 023 723

Brittingham, Barbara E. Pezzullo, Thomas R.

The Campus Green: Fund Raising in Higher Education. ERIC Digest.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-90-1

Pub Date—90

Contract—RI88062014

Note—3p.; For the full report, see HE 023 724.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Policy, *Donors, Educational Finance, *Ethics, *Fund Raising, Higher Education, Institutional Advancement, Models, Motivation, *Private Financial Support, Private Schools, Public Education, Research Needs, Trend Analysis

Identifiers—ERIC Digests

This digest summarizes issues raised in a research report on fund raising in higher education. The following questions are addressed: What are the changes and trends since the early days of educational fund raising? What are the implications? What is known about spending? What is known about donor behavior? What are the major ethical issues? What are the practical implications? and Where should future research focus? Among trend changes noted is the expansion of fund raising from independent colleges to public institutions, the replacement of the notion of charity by that of philanthropy, and the changing place of fund raising from a peripheral to a central institutional activity. A consistent association between dollars spent on fund raising and results of fund raising is noted, and it is suggested that internal rather than cross-institutional comparisons should be used for determining optimum spending levels. Research on donor behavior is seen to favor exchange models over models of altruism. Ethical issues are identified concerning provision of information to donors, knowing which gifts to refuse, and determining obligations of fund raisers. Practical suggestions are made to institutions (e.g., they should consider sources of private support strategically) and suggestions are made to professional associations and foundations (e.g., they should support institutions in shaping their fund raising to reflect demographic changes). It is recommended that additional research address spending and the effectiveness of fund raising, consistency of college mission, and formation of alumni donors' attitudes. Includes four references. (DB)

ED 321 706 HE 023 724

Brittingham, Barbara E. Pezzullo, Thomas R.

The Campus Green: Fund Raising in Higher Education. ASHE-ERIC Higher Education Report 1.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Council for Advancement and Support of Education, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-9623882-8-9

Pub Date—90

Contract—RI88062014

Note—146p.; For a digest of this document, see HE 023 723. This report is a special cooperative project between the Council for Advancement and Support of Education (CASE) and the ERIC Clearinghouse on Higher Education.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($17.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrative Policy, *Donors, Educational Finance, *Ethics, *Fund Raising, Higher Education, History, Institutional Advancement, Models, Motivation, *Private Financial Support, Private Schools, Public Education, Research Needs, Trend Analysis

This report reviews the research on fund raising in higher education in the United States. It considers such questions as: What are the costs of fund raising? What is known of donor motivation? and What is the connection between successful intercollegiate athletics and successful fund raising? Research findings indicating the consistent association between dollars spent on fund raising and results of fund raising, and the preference of exchange models over models of altruism in understanding donor motivation are noted. The first section of the report looks at the American tradition of private philanthropy by considering annual alumni funds, charitable gifts from business gains and professional fund raising and fund-raiser organizations. Institutional effectiveness, policies, and programs are examined next, and this is followed by a brief consideration of organization and costs in the third section. Donor behavior and motivation are discussed in the fourth section, which takes up the issues of modeling donor behavior and predicting alumni giving donor behavior in relation to tax incentives and economics, the

effect on donor behavior of intercollegiate athletics, and corporations and foundations as donors. In the fifth section, ethics and values in fund raising are considered in sub-sections on institutional priorities, sharing information with donors, refusing a gift, and obligations of fund raisers. The final section provides analysis, discusses implications, and offers recommendations. Contains about 200 references. (DB)

ED 321 723 HE 023 774
Marshall, William J. A.
Power: An Administrator's Guide along the Corridors of Arrogance.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 90
Contract—RI88062014
Note—14p.
Available from—American Association of University Administrators, P.O. Box 6221, Tuscaloosa, AL 35487 ($2.00).
Journal Cit—AAUA-ERIC Administrators Update; v7 n1-3 Jul 1990
Pub Type— Journal Articles (080) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Effectiveness, *Administrator Role, Administrators, *College Administration, Higher Education, *Individual Power, Interpersonal Relationship, *Power Structure
University administrators must realize that past management styles they used to acquire their positions of campus power often become the future incarnations of their failure as administrators. The conundrum of power is that the less power a leader grants to people, the less powerful the leader becomes in the eyes of the people. Individuals have a need for power though they tend to deny the need's existence; acknowledgement of the power motive must precede any mastery of the conundrum making up the power-complex of leadership. Power has multiple descriptions as leaders utilize several power bases, including raw power, person power, legitimate power, coercion power, reward power, expert power, information power, and referent power. Power's scope and scale can be configured as a representation of x-axis and y-axis intercepts. The scope of power refers to the purpose or motive for which it is being employed, ranging from low to high congruence of one individual's motives with another individual's needs. The scale of power gauges the degree to which the resources of a position are brought to bear on the followers as the leader attempts to carry out his or her power motive. Includes 59 references. (JDD)

ED 321 724 HE 023 834
Mauch, James E. And Others
The Emeritus Professor: Old Rank, New Meaning. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. School of Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-90-2
Pub Date—90
Contract—RI88062014
Note—3p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Rank (Professional), *Aging in Academia, *Faculty College Relationship, Higher Education, Negotiation Agreements, *Retirement, Teacher Employment Benefits, Teacher Rights, *Teacher Role, Trend Analysis
Identifiers—*Emeritus Professors, ERIC Digests, Faculty Status
This digest summarizes issues raised in a research report on the academic rank of the emeritus professorship and retirement. Among the questions addressed are: What prompts an interest in the emeritus status? What trends presage its restructuring? What changes in the emeritus rank are likely? How might a new emeritus rank help solve problems of abolishing a compulsory retirement age? and What should colleges and universities do? The interest in emeritus status is now coinciding with the demise of compulsory retirement. Recent studies illustrate how personnel procedures can utilize fresh conceptions abut the meaning of emeritus status to the mutual benefit of faculty and institution. Trends show the number of emeriti is large and growing, they are becoming more assertive, and they are organizing. Changes in emeritus status would include a part-time working rank, the benefits of which would be negotiated on an individual basis within stated institutional policy. Several problems will emerge if compulsory retirement is abolished, such as making funding available for new teachers and getting rid of deadwood. It is recommended that universities start planning roles now for the emeritus role using the faculty senate as the planning vehicle. Contains 4 references. (GLR)

ED 321 725 HE 023 835
Mauch, James E. And Others
The Emeritus Professor: Old Rank, New Meaning. ASHE/ERIC Higher Education Report No. 2.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. School of Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-9623882-9-7
Pub Date—90
Contract—RI88062014
Note—106p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($17.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Books (010)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Rank (Professional), *Aging in Academia, *Faculty College Relationship, Higher Education, Negotiation Agreements, *Retirement, Teacher Employment Benefits, Teacher Rights, *Teacher Role, Trend Analysis
Identifiers—*Emeritus Professors, *Faculty Status
This report examines the rank of emeritus professor in higher education and considers such questions as: What trends presage its restructuring? What changes in the emeritus rank are likely? How might a new emeritus rank help solve problems of abolishing compulsory retirement age? and What should colleges and universities do? Recent studies about the emeritus rank illustrate how personnel procedures can utilize fresh conceptions about the meaning of emeritus status to the mutual advantage of faculty and institution. The report begins by examining the theory, research, and advocacy for emeritus positions and concludes with a review of policy and practice considerations while also providing a definitive review of the rank itself. Also discussed is the apparently increasing need by retiring faculty to seek role continuity long into their later years and the lack of studies in preparing and guiding institutions for these new roles. Next the issue of forced retirement versus a negotiated agreement to alter tenure for those who wish to transfer to an emeritus status is examined. Eight conclusions resulting from this analysis are presented in conjuction with recommendations on how institutions may find new and productive roles for the professor emeritus rank. Contains 104 references. (GLR)

ED 321 726 HE 023 891
Jones, Dionne J. Watson, Betty Collier
High-Risk Students and Higher Education: Future Trends. ASHE-ERIC Higher Education Report No. 3.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-00-1
Pub Date—90
Contract—RI88062014
Note—138p.
Available from—ASHE/ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($17.00).
Pub Type— Books (010) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Academic Achievement, Academic Persistence, Disabilities, Disadvantaged Youth, *Dropout Prevention, Elementary Secondary Education, Higher Education, *High Risk Students, *Minority Groups, School Holding Power, *School Role, Self Esteem, *Social Bias, Student Financial Aid, Teacher Attitudes, Teaching Styles
This report reviews the literature on high-risk students at the higher education level in terms of the following questions: are high-risk students and nontraditional students the same? what is the impact of high-risk students on institutions of higher education? are high-risk students treated differently in elementary and secondary schools? do instructional styles vary in classrooms depending on students' racial and socioeconomic status? and do teachers' negative attitudes adversely affect socioeconomic status? and do teachers' negative attitudes adversely affect students' self-esteem and performance? Among conclusions are the following: high risk students are minorities, the academically disadvantaged, the disabled, and those of low socio-economic status; high-risk students affect institutions in such ways as declining enrollments and increased average cost per student; discrimination based on class, race, and gender affect educational quality in the elementary secondary program; minority and poor children tend to be taught more by rote and less by questioning and teachers' negative attitudes may result in prejudgment or avoidance of culturally different students. High-risk students need to develop skills and competencies associated with success in college. School administrators, teachers, and counselors should facilitate persistence and program completion. Institutions of higher education must guarantee financial assistance for the duration of the student's degree program. Businesses and community-based organizations can form partnerships with educational institutions to reduce risk. Includes approximately 240 references. (DB)

IR

ED 310 780 IR 052 853
Vaughn, B. J. Eisenberg, Michael B.
Access Points to ERIC: An Update. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-10-11-12
Pub Date—Dec 88
Contract—RI88062008
Note—7p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, Clearinghouses, *Databases, Indexes, Information Systems, Online Systems, Optical Data Disks, Reference Services
Identifiers—*ERIC, ERIC Digests
This digest describes the traditional, new, and emerging points of access to the ERIC system: (1) traditional print access; (2) online access through commercial vendors; (3) CD-ROM; and (4) ERIC Digests Online. Also described are services offered by the ERIC Clearinghouse on Information Resources (ERIC/IR) that provide access to the system-ERIC MICROsearch, the ERIC/IR Electronic Bulletin Board, and local mainframe access at Syracuse University using the PRISM interface. A list of sources and prices for ERIC publications, a directory of vendors, a comparison of CD-ROM systems, a sample PRISM search, and a directory of online access services are included. (MES)

BEST COPY AVAILABLE

ED 314 099 IR 053 067
Eisenberg, Michael B. And Others
Trends and Issues in Library and Information Science, 1988.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—IR-81; ISBN-0-937597-24-4
Pub Date—Dec 88
Contract—RI88062008
Note—44p.; For a companion study on educational technology, see ED 308 859.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-81; $4.00 plus $1.50 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Content Analysis, Elementary Secondary Education, Futures (of Society), Higher Education, Information Science, Learning Resources Centers, *Library Administration, *Library Education, *Library Research, Library Role, *Library Services, *Technological Advancement, Trend Analysis
This synthesis paper provides a state-of-the-art analysis of the field of library and information science based on the results of a content analysis of its literature, including selected journals, conference proceedings, dissertations, and ERIC input. The 18 trends and issues identified by the analysis include developments in technology, management, services, professional education, and research and theory. The following trends are discussed: (1) CD-ROM's emergence as a major technology; (2) the effects of technology on the work done by library and information science personnel; (3) the impact of technology on ways information is presented; (4) the incorporation of planning processes into library management activities; (5) increased concern about the quality of collections; (6) new ways to promote literature and literacy; (7) the need to incorporate technology as a method of bibliographic instruction; (8) libraries' attempt to provide quality literature and services to the widest possible constituency; (9) librarian's professional image and identity; (10) the expanded roles and responsibilities of library and information professionals; (11) the need to provide library education in specific areas; (12) continuing education opportunities; (13) the impact of "Information Power" on the school library media field; (14) the information professional's recognition of ethical responsibilities; (15) concerns of information retrieval; (16) new research involving technological developments; (17) the application of methods from related fields to the problems of library and information science; and (18) bibliometrics. (SD)

ED 315 062 IR 014 279
Beattie, Elena D. Preston, Nancy R.
Selecting Microcomputer Courseware. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-9
Pub Date—Dec 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Software Reviews, *Courseware, *Evaluation Criteria, Instructional Design
Identifiers—ERIC Digests
The number of educational software packages on today's market is growing steadily. A large percentage of them are found to be of poor quality in terms of instructional and/or technical design. Arguing that a microcomputer in the classroom is only as effective as the software used with it, the first part of this digest provides an overview of the basic steps in courseware selection and evaluation that are recommended in the educational literature: (1) evaluating needs and constraints; (2) identifying software titles and previewing copies; and (3) evaluating the software package. Criteria for evaluating the content, instructional qualities, and technical characteristics of courseware are included in the second part. Finally, a select resource guide lists organizations, journals, guidebooks, indexes, and databases from which useful information can be obtained. (7 references) (GL)

ED 315 063 IR 014 280
Roblyer, M. D.
The Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-10
Pub Date—Dec 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Computer Assisted Instruction, Creativity, Effect Size, Elementary Secondary Education, English (Second Language), Higher Education, *Instructional Effectiveness, Literature Reviews, Meta Analysis, Problem Solving, *Student Attitudes, Word Processing, *Writing Skills
Identifiers—ERIC Digests
In an effort to provide information about the effect of computer use in schools on student achievement, attitudes, dropout rate, and learning time, a review of instructional computing research analyzed studies done between 1980 and 1987 using statistical summary procedures. Reviewers used a meta analysis procedure to calculate effect size as they focused on the impact of microcomputer use in specific areas and with specific kinds of students. Thirty-eight published and unpublished studies and 44 dissertations were reviewed. While computer-based instruction was shown to be potentially effective in most educational applications, computer-using educators are advised to keep the following in mind: (1) since significant results have been found at all grade levels, current data cannot be used either to increase or decrease use of computer applications at any particular grade level; (2) computer uses in all content areas except English as a Second Language (ESL) seem productive, and science may be an especially promising area; (3) using computer applications seems to significantly improve students' attitudes toward school and subject matter, but insufficient data exist to indicate that better attitudes have any impact on achievement or on dropout rate; and (4) while most types of skills profit from computer applications, word processing and use of Logo to enhance creativity and problem-solving skills are especially promising. (4 references) (GL)

ED 315 064 IR 014 292
Grabowski, Barbara L.
Interactive Videodisc: An Emerging Technology for Educators. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-8
Pub Date—Dec 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Information Retrieval, *Information Storage, Instructional Design, Interaction, *Interactive Video, *Learning Processes, *Videodisks
Identifiers—ERIC Digests
Interactive video can be a very complex learning system, or it can be a simple tool for teachers to use to enhance their instruction. The term has been used broadly in the literature and includes three major aspects: (1) interactive video as storage; (2) interactive video as hardware; and (3) interactive video as learning concept. This digest describes each of these concepts in detail. The first section discusses the information storage and retrieval capacities of both Constant Angular Velocity (CAV) and Constant Linear Velocity (CLV) videodisks. A scheme for classifying interactive video hardware by "levels of intelligence" (based on a three-level scheme developed by the Nebraska Design/Production Group) is outlined in the second section. Emphasizing learner interaction with visuals, the third section focuses on the advantages of interactive video over other computer-based systems for instructional purposes. (10 references) (GL)

ED 316 249 IR 053 104
Reinhold, Fran
Use of Local Area Networks in Schools. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-11
Pub Date—Dec 89
Contract—RI88062008
Note—4p.; Condensed version of an article "Educators Explore the Lay of LAN," that appeared in Electronic Learning, 8(5), March 1989.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Software, Elementary Secondary Education, Futures (of Society), *Local Area Networks, Microcomputers, Program Descriptions, Purchasing, *School Districts, Telecommunications
Identifiers—ERIC Digests
The current status and apparent trends of local area networks (LANs) in school districts are explored in this short report. Results of a 1987-88 Quality Education Data survey are cited, indicating that 64% of 173 of the largest school districts in the country were already networking and 36% intended to be networking by 1990. The advantages of networks are briefly summarized, and a description of how LANs work is provided. Availability of network software in the recent past and at present is discussed, as is the response of software publishers to the increased demand for network software. Two case studies are presented. The first profiles the Island Park School District in New York, where three LAN laboratories are used for: (1) teaching basic skills to kindergarten through third grade pupils; (2) instructing fourth through eighth grade students in skills reinforcement and word processing; and (3) offering creative applications in the library. The second case study reports on progress made in the 28,000-student Plano Texas School District, whose goal is to have a network that will channel everything a student does into one core electronic gradebook by 1992. Eight tips for buying a LAN are listed, together with six sources to consult for further information. (SD)

ED 318 464 IR 014 412
Barron, Linda And Others
Enhancing Learning in At-Risk Students: Applications of Video Technology. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-12
Pub Date—Dec 89
Contract—RI88062008
Note—4p.; Contributors are from Peabody College of Vanderbilt University, Learning Technology Center, Cognition and Technology Group.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Grade 5, *High Risk Students, *Instructional Effectiveness, Instructional Improvement, Intermediate Grades, *Intermode Differences, Language Arts, Preschool Children, Prior Learning, Social Studies, *Videodisks, *Videotape Recordings

Identifiers—*Contextualized Learning Environments, ERIC Digests, Story Comprehension

The use of contextualized learning environments with learners who are at risk of school failure arises from the recognition that students who are introduced to concepts and strategies out of a meaningful context will view them as irrelevant to daily life. Contexts created by teachers using videotape and random access videodisc technologies have three advantages: (1) they provide rich sources of information with opportunities to notice various images, features, issues, and problems; (2) they enable students to perceive dynamic moving events; and (3) they allow students to develop skills of pattern recognition related to visual and auditory cues. Anchored instruction projects at Vanderbilt's Learning Technology Center have examined the effectiveness of shared contextualized learning environments in promoting learning. One study showed that a group of preschool children who viewed a videodisc of a story learned much more than a group who heard the same story read aloud. A second project found that fifth grade students who received instruction in the language arts and social studies within the context of a movie were much more likely to use the new vocabulary, writing skills, and historical information that was presented than students who received the same instruction without the video anchor. Data from such projects offer an opportunity to merge recent knowledge about cognition, instruction, and culture with video technology to develop instructional systems that can make significant improvements in the way the teaching and learning process for at-risk students is carried out in the schools. (9 references) (BBM)

ED 318 471 IR 014 454

McLaughlin, Pamela

Computer-Based Education. The Best of ERIC, 1988.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-937597-25-2

Pub Date—Dec 89

Contract—RI88062008

Note—103p.; For the 1986 and 1987 editions, see ED 295 675 and IR 014 505.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-84, $10.00 plus $1.50 postage and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Artificial Intelligence, *Computer Assisted Instruction, Computer Assisted Testing, *Computer Literacy, Computers, *Computer Software, Computer Software Evaluation, Copyrights, Counseling Services, Disabilities, Elementary Secondary Education, *Equal Education, Ethics, *Interactive Video, Media Research, *Microcomputers, Preschool Education

This annotated bibliography provides an overview of literature entered into the ERIC database in 1988 on computer use in elementary and secondary education, adult education, and special education. The first of four sections provides a list of overview documents on: computer-assisted instruction. Focusing on special applications, the second section lists documents on artificial intelligence, computer equity, computer ethics, computer literacy, copyright, counseling and guidance, interactive video, management and administration, research, software evaluation, and tests and testing. References to documents for various subject applications are listed in the third section under the headings of: English as a Second Language and Foreign Languages, Keyboarding, Logo Programming Language, Mathematics, Programming, Reading, Science, Social Studies, Vocational Education, and Writing. The fourth section contains references to documents on special populations, under the following headings: adult education, disabled learners, learning disabled, and preschool education. Each entry includes the title and author of the document, information on price and availability, the publication type, major ERIC descriptors, and an abstract. An alphabetical index of authors is provided. A copy of an ERIC digest, "The Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research," by M. D. Roblyer, is appended. Instructions are included for ordering ERIC documents. (GL)

ED 318 474 IR 014 505

McLaughlin, Pamela

Computer-Based Education. The Best of ERIC, 1987.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-937597-22-8

Pub Date—Dec 88

Contract—RI88062008

Note—125p.; For 1986 and 1988 editions, see ED 295 675 and IR 014 454.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-79, $10.00 plus $1.50 shipping and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Computer Assisted Instruction, Computer Assisted Testing, *Computer Literacy, Computers, Computer Simulation, *Computer Software, Computer Software Evaluation, Copyrights, Counseling Services, Disabilities, Elementary Secondary Education, *Interactive Video, Media Research, *Microcomputers, Preschool Education

The seventh in a series and the third annual update, this annotated bibliography provides an overview of the literature entered in the ERIC database in 1987 on computer use in elementary and secondary education, adult education, and special education. The first of four sections provides a list of overview documents on computer assisted instruction. Focusing on special applications, the second section lists documents on computer literacy, copyright, counseling and guidance, interactive video, management and administration, research, simulation, software evaluation, and tests and testing. References to documents for various subject applications are listed in the third section under the headings of Agricultural Education, Business Education, English as a Second Language and Foreign Languages, Language Arts, Logo Programming Language, Mathematics, Reading, Science, Social Studies, Vocational Education, and Writing. The fourth section contains references to documents on special populations, i.e., adult education, disabled learners, distance education, minority groups, and preschool education. Each entry includes the title and author of the document, information on its price and availability, the publication type, major ERIC descriptors, and an abstract. An alphabetical index of authors and instructions for ordering ERIC documents are included. (BBM)

ED 319 414 IR 053 166

Preston, Nancy R., Comp.

Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 90

Contract—RI88062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts; please include stamped, self-addressed envelope).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, Annotated Bibliographies, *Democracy, *Freedom of Information, Information Needs, *Information Services, *Library Role, *Library Services

Identifiers—*Information Policy, Information Society, White House Conference Library Info Services

Documents and journal articles featured in this nine-item annotated bibliography concern information as a critical resource in a democratic society and the role of the library and information services in ensuring access to information, especially that which is government produced. Citations were selected through a computer search of the Educational Resources Information Center (ERIC) database. (GL)

ED 320 569 IR 014 504

Preston, Nancy R., Ed.

Trends and Issues in Educational Technology: 1989. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ED0-IR-90-1

Pub Date—May 90

Contract—RI88062008

Note—4p.; This digest is based on "Trends and Issues in Educational Technology 1989," by Donald P. Ely.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts; please include self-addressed stamped envelope).

Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Content Analysis, Distance Education, *Educational Technology, Elementary Secondary Education, *Evaluation, Higher Education, Instructional Design, *Instructional Development, Interactive Video, *Professional Education, Research and Development, Training, Trend Analysis

Identifiers—ERIC Digests

A content analysis was performed to determine the trends and issues in educational technology for the period from October 1, 1988, through September 30, 1989. Sources for the analysis included four leading professional journals in educational technology, papers given at annual conventions of three professional associations, dissertations from five universities that have a high level of doctoral productivity, and the educational technology documents that have been entered in the ERIC database. The analysis was complemented by the examination of supplementary documents to determine the political, social, and economic reasons for the findings. This digest features the top trends and selected issues identified in the study. Trends reflect: (1) a concern for the design and development of instructional products and procedures; (2) an increasingly important role for evaluation in the instructional development process; (3) an increasing use of research and development to solve current teaching and learning problems; (4) the presence of computers in almost all public schools in the United States; (5) the wide acceptance of interactive video as a research and development product but not in schools and higher education; (6) the establishment of distance education as a major vehicle of instruction at all levels of education and training; (7) a preoccupation among practitioners with professional education in the field; and (8) a concern for the impact of technology on society at large. (13 references) (GL)

ED 320 572 IR 053 167

Preston, Nancy R., Comp.

Library and Information Services for Literacy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 90

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts; please include a self-addressed stamped envelope).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adult Literacy, Annotated Bibliographies, *Illiteracy, *Information Services, *Library Role, *Library Services, *Literacy Education, Reading Attitudes

Identifiers—Information Society

Documents and journal articles featured in this

nine-item annotated bibliography concern the role of library and information services in developing and expanding literacy at all levels in an increasingly information-oriented society. Citations were selected through a computer search of the Educational Resources Information Center (ERIC) database. (GL)

ED 320 573 IR 053 168
Preston, Nancy R., Comp.
Library and Information Services for Productivity. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 90
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts; please include self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Economic Development, *Information Needs, *Information Services, *Library Role, *Library Services, *Quality of Life
Identifiers—*Productivity Improvement
Documents and journal articles featured in this nine-item annotated bibliography concern the role of the library and information services, in both public and private settings, in promoting the competitiveness and economic well-being of businesses, regions, and the nation. Citations were selected through a computer search of the Educational Resources Information Center (ERIC) database. (GL)

ED 320 608 IR 053 213
Preston, Nancy R., Comp.
The 1979 and 1991 White House Conferences on Library and Information Services. Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 90
Contract—RI88062008
Note—7p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Federal Programs, Government Role, *Information Needs, *Information Services, *International Cooperation, *Library Services, *Lifelong Learning, *Literacy, Professional Occupations
The 15 citations in this bibliography were selected through a computer search of the Educational Resources Information Center (ERIC) database. Documents and journal articles featured here pertain to the first and second White House Conferences on Library and Information Services (the second conference was originally proposed for 1989). The annotated citations are presented in roughly sequential order under three subheadings: (1) For the 1979 Conference (including citations related to library and information services for personal needs, lifelong learning, organizations and the professions, effectively governing society, and international understanding); (2) Following the 1979 Conference (including citations reporting on the progress made toward implementation of 55 of the 64 resolutions adapted at the 1979 conference); and (3) For the 1991 Conference (including citations which explore library and information services for productivity, literacy, and democracy). (GL)

ED 320 611 IR 053 228
Preston, Nancy R., Comp.
Automating the School Library Media Center. A Select ERIC Bibliography. Mini-Bib.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 90
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Bibliographic Databases, Bibliographic Utilities, Elementary Secondary Education, *Integrated Library Systems, *Learning Resources Centers, *Library Automation, *Machine Readable Cataloging, *Online Catalogs
Identifiers—Retrospective Conversion (Library Catalogs)
This 13-item annotated bibliography was compiled through a search of the Educational Resources Information Center (ERIC) database using the following descriptors: Library Automation, Bibliographic Databases, Bibliographic Utilities, Online Catalogs, Machine Readable Cataloging, and Integrated Library Systems. Among the issues addressed are the impact of CD-ROM technology on the school library media center, planning for library automation, management of library automation, retrospective conversion, and expanding the online catalog. (GL)

ED 321 767 IR 014 678
Zugner, Lisa Crooks, Ed.
Learning Technology Resource Guide.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-28-7
Pub Date—89
Contract—RI88062008
Note—69p.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-87, $6.00 plus $1.50 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Clearinghouses, Computer Software, Educational Improvement, *Educational Resources, *Educational Technology, Educational Television, Elementary Secondary Education, Higher Education, *Information Sources, Media Research, Private Agencies, Programing (Broadcast), Public Agencies, Publications, Regional Laboratories, Research and Development Centers, *Resource Materials, State Departments of Education, Technical Assistance
Identifiers—ERIC, Office of Educational Research and Improvement
This guide to electronic technologies resource organizations offers a broad range of information about selected projects, centers, institutions, clearinghouse activities, courseware, software, unique products and services, consortiums, panels, forums, commissioned reports, and other available resources. Three major sections make up the guide: (1) Technology Resource Organizations–these provide an alphabetical listing of selected public and private organizations based nationally, statewide, and regionally; (2) State Departments of Education–which provide an alphabetical listing of state and U.S. territory departments of education including names, telephone numbers, addresses, and contact persons, as well as activity/product/service descriptions; and (3) an Index–listing organizations and contact persons. The guide is intended primarily for use by federal, state, local, and private education officials in obtaining information on electronic technologies to be utilized in the improvement of learning and instruction. (DB)

ED 321 773 IR 053 285
McQueen, Judy
Creating and Maintaining the Bibliographic Database for Library Automation. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-2
Pub Date—Jul 90
Contract—RI88062008
Note—4p.
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bibliographic Databases, *Library Automation, *Library Catalogs, *Machine Readable Cataloging
Identifiers—ERIC Digests, MARC
This digest highlights bibliographic file creation and maintenance practices that affect a library's ability to use various automated system capabilities for current and future applications. The first section covers database creation options, cataloging resource file forms, and record creation and editing. The importance of adherence to MARC formatting and a consistent format are stressed in the next two sections. Correcting a defective database is addressed in the fourth section. The fifth section lists guidelines for a healthy bibliographic file: (1) follow the established national standard for recording and formatting bibliographic data (MARC format); (2) include and maintain all relevant data elements in the records; (3) consider future system requirements and capabilities; (4) pay attention to coded data elements and standard numbers in record creation and editing; (5) select an automated library system with the ability to output records in MARC format; and (6) document changes in database creation practices, procedures, and policies. (5 references) (MES)

ED 321 774 IR 053 305
Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1989. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1989.
ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 90
Contract—RI89002001
Note—89p.; For the 1988 bibliography, see ED 308 881.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Abstracts, Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, *Resource Materials, *State of the Art Reviews
Identifiers—*Educational Information, *ERIC
This annotated bibliography provides citations, abstracts, and indexes for the 256 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1989. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1989) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, author, and institution are provided. A directory of ERIC system compo-

nents with addresses, telephone numbers, and brief descriptions of the clearinghouse scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MES)

ED 321 775 IR 053 316
Burke, Michael A.
Distance Education and the Changing Role of the Library Media Specialist.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-27-9
Pub Date—89
Contract—RI88062008
Note—96p.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-85, $6.00 plus $1.50 for shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141) — Books (010)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Distance Education, *Educational Technology, Elementary Secondary Education, *Futures (of Society), *Learning Resources Centers, *Library Role, *Media Specialists, School Libraries
Identifiers—Wisconsin
This monograph looks at the need for distance education technology as a result of demographic and socioeconomic changes and examines the role of the school library media program in facilitating the changes in education resulting from the utilization of distance education technology. The first section presents the mission of the school library media program as envisioned in guidelines for library media specialists published by two national professional organizations in 1988; discusses four challenges inherent in that mission; and gives examples of current responses to these challenges. Section 2 deals with changes in demographics that the educational system needs to address as the year 2000 is approached, and the third section provides a synopsis of the use of distance education technology and how it is being used to address the changing needs of students and staff. Section 4 reviews how school districts in northeastern Wisconsin are using distance education technology to enhance learning opportunities for students and the community and to expand opportunities for staff development, staff communication, and resource sharing. Sections 5 and 6 deal with the role of the library media specialist in integrating distance education programming into elementary and secondary education. A map of instructional television sites in Wisconsin and a Satellite Educational Resources Consortium fact sheet are appended. (93 references) (MES)

JC

ED 309 828 JC 890 404
Cohen, Arthur M. Brawer, Florence B.
The American Community College. Second Edition. The Jossey-Bass Higher Education Series.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-178-4
Pub Date—89
Contract—RI-88-062002
Note—485p.; For the first edition, see ED 213 469.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104 ($25.95).
Pub Type— Books (010) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors—Adult Education, *College Administration, *College Curriculum, *College Faculty, College Instruction, *College Role, *Community Colleges, Compensatory Education, Educational Finance, Educational History, Educational Objectives, Futures (of Society), General Education, Governance, Liberal Arts, Student Personnel Services, Teaching Methods, Two Year Colleges, *Two Year College Students, Vocational Education
This monograph provides a comprehensive overview of community college education in the United States, emphasizing trends affecting two-year colleges within the past decade. Chapter 1 identifies the social forces that contributed to the development and expansion of community colleges and the continuing changes in institutional purposes. Chapter 2 examines the shifting patterns of student characteristics and goals, the reasons for the predominance of part-time attendance, participation and achievement among minority students, attrition issues, and recent moves toward student assessment. Chapter 3 draws on national data to illustrate the differences between full- and part-time faculty and discusses issues related to tenure, salary, workload, faculty evaluation, moonlighting, burnout, and job satisfaction. Chapter 4 reviews the changes that have taken place in college management as a result of changes in institutional size, the advent of collective bargaining, reductions in available funds, and changes in governance and control. Chapter 5 describes various funding patterns and their relationship to organizational shifts. Chapter 6 discusses the rise of learning resource centers and the maintenance of stability in instructional forms in spite of the introduction of a host of reproducible instructional media. Chapter 7 considers student personnel functions, including counseling, guidance, recruitment, retention, orientation, and extracurricular activities. Chapter 8 traces the rise of occupational education, as it has moved from a peripheral to a central position in the curriculum. Chapter 9 focuses on remedial and developmental programs and addresses the controversies surrounding student assessment and placement. Chapter 10 deals with adult and continuing education, lifelong learning, and community services. Chapters 11 and 12 examine curricular trends in the liberal arts and general education, highlighting problems and proposing solutions. Chapter 13 addresses the philosophical and practical questions that have been raised about the transfer function and the community college's role in enhancing student progress toward higher degrees. Finally, chapter 14 offers projections based on current trends in student and faculty demographics, college organization, curriculum, instruction, and student services. (JMC)

ED 310 829 JC 890 437
Deegan, William L., Ed. O'Banion, Terry, Ed.
Perspectives on Student Development. New Directions for Community Colleges, Number 67.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-842-8
Pub Date—89
Contract—RI-88-062002
Note—113p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($14.95).
Journal Cit—New Directions for Community Colleges; v17 n3 Fall 1989
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Administrator Responsibility, Administrator Role, Community Colleges, Educational History, *Educational Trends, Institutional Mission, *Student Development, *Student Personnel Services, Two Year Colleges
This collection of articles examines the history of student development practices, reviews key issues that have emerged in the field, and proposes paths of action for the future. The volume includes: (1) "Student Development Philosophy: A Perspective on the Past and Future," by Terry O'Banion, which reviews the history of student development; (2) "Student Development from Theory to Practice," by Charles R. Dassance and Gary Harr, which offers a series of strategies for implementing changes in student services; (3) "Changing Internal Conditions: Impact on Student Development," by Don G. Creamer, examining the effects of changing conditions in community colleges on programs and services; (4) "Student Development and College Services: A Focus on Consumers," by Ernest R. Leach, which predicts that the model of student-as-consumer will serve as the focus for future student services; (5) "A Framework for Student Development Practices: A Statement of the League for Innovation in the Community College," by Donald S. Doucette and Linda L. Dayton, providing a comprehensive list of criteria for developing and evaluating successful programs; (6) "Telling the Truth, Warming the Heart: The Future of Student Development in the Community College," by Ruth G. Shaw, which argues for maintaining the community college mission of attending to the individual student's needs; (7) "Future Direction for Student Services: A View from the Top," by Robert H. McCabe, which argues that community colleges should become more student-centered; and (8) "Trends and Issues in Student Development," by Jennifer Curry and Brian Young, which provides a literature review of current trends in the practice and development of student personnel services. (JMC)

ED 310 832 JC 890 441
Cohen, Arthur M.
Commitment to Transfer. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-89-02
Pub Date—Aug 89
Contract—RI-880-62002
Note—4p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, Articulation (Education), *College Transfer Students, Community Colleges, *Curriculum Problems, Higher Education, Intercollegiate Cooperation, Part Time Students, Statewide Planning, *Transfer Policy, *Transfer Programs, Two Year Colleges
The proportion of community college students transferring to a four-year institution dropped considerably during the 1970's and early 1980's, a situation leading to accusations that the colleges do not prepare their students sufficiently well for transfer. However, several other factors have an influence on transfer rates. The fact that most community college students attend on a part-time basis accounts for some of the difference in rates of bachelor's degree attainment between community college and four-year college matriculants. The mere fact that community college students must transfer from one institution to another may also account for some of the shortfall. The transfer function is further weakened by institutional policies that support the idea of the college as a passive resource available to all who would drop in at any time during their lifetimes. These policies result in 85% of the matriculants not obtaining a degree, a lateral curriculum in which prerequisites to courses are not enforced, and a system in which student progress towards completion is not monitored. In efforts to increase transfer rates, colleges have begun to monitor student progress, provide information and hold meetings on transfer opportunities, enforce course prerequisites, and offer remedial courses to bring a sizable population up to a basic standard of literacy. Statewide efforts can be seen in California, which set aside $3 million for transfer centers in 20 colleges; New Jersey, which awarded special funds to its colleges to recruit transfer oriented minority students; and Colorado and Michigan, which mandated articulation plans between community colleges and public universities. While these efforts will eventually have some effect, major changes in philosophy and policy must be made if the number of students who transfer to a four-year university is to increase substantially. Statewide policies should be established to: (1) guarantee transfer students acceptance at a university without loss of units; (2) set aside special funds to reward colleges for improved transfer rates; (3) establish a common course numbering system for two- and four-year colleges; and (4) develop a centralized, accessible interinstitutional database. More importantly, community college staff members should identify potential transfers early on and monitor their progress until they complete their studies and enter the university. (VVC)

ED 310 833 JC 890 442
Quimbita, Grace
Student Tracking Systems in Community Colleges. ERIC Digest, September 1989.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-89-03
Pub Date—Sep 89

Contract—RI-880-62002
Note—5p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Community Colleges, *Data Collection, Evaluation Criteria, Followup Studies, Institutional Administration, *Management Information Systems, *Outcomes of Education, Program Development, Research Design, Student Placement, Two Year Colleges
Identifiers—*Student Flow, *Student Information Systems

Student tracking systems are enabling increasing numbers of community colleges to respond to external demands for accountability with tangible measurements of student progress and institutional outcomes. Several recent trends in marketing, accountability, communications with students, and internal competition for resources have prompted interest in monitoring student progress. Six stages in the student flow process should be monitored: awareness of the college, first inquiry about the school, formal entry, the college experience, completion, and followup. Tracking systems can be developed for any one of these stages, but a number of decisions must first be made in order to collect, store, and disseminate the information that the college and its staff need. In addition to decisions about the purposes and organization of the tracking system, the designers must identify from the data elements routinely collected on each student those that are relevant to student persistence and outcomes. The American Association of Community and Junior Colleges has developed a student tracking model that identifies variables related to student characteristics, progress, and followup. While tracking systems offer many benefits, the potential for problems exists with respect to data collection, the institution's research capacity, follow-up information, and effective use of the information. Regardless of these difficulties, tracking is destined to become an integral part of community college management. (JMC)

ED 320 647 JC 900 375
Railsback, Gary Colby, Anita
Improving Academic Advising at the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-04
Pub Date—Jul 88
Contract—400-83-0030
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Advising, Community Colleges, *Counseling Effectiveness, Counseling Theories, *Counselor Role, Counselor Selection, Counselor Training, Faculty Advisers, Models, *Program Improvement, Two Year Colleges
Identifiers—ERIC Digests

While there is general consensus on the importance of good academic advising to student success and support for the American College Testing Program's developmental concept of advising, there is less agreement on the most effective model for delivery. Research suggests that both faculty-oriented advising and professional counselor-oriented systems may have fallen short of their intended purposes. Concern for the quality of academic advising and recognition of the important role it can play in promoting student retention and success underpin current efforts to improve advising. Steps to improve academic advising include the following: (1) preparing, reviewing, and revising a written plan detailing the goals and functions of academic advising; (2) screening potential advisors and informing them that they must be willing to do more than help students schedule classes; (3) requiring that students meet on a regular basis with their advisors; (4) implementing advising programs in which counselors and teachers work together as a team; (5) rewarding the efforts of those involved in academic advising; (6) training advisors in basic counseling skills and techniques and providing simulation and role-playing activities; (7) using computers in academic advisement; and (8) assessing students and administrators to determine if the advising system is meeting its goals. (JMC)

ED 320 648 JC 900 376
Banks, Debra L. Colby, Anita
Organizing Institutional Research in the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-89-04
Pub Date—Dec 89
Contract—400-83-0030
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *Administrative Organization, College Planning, Community Colleges, Consortia, *Institutional Research, *Intercollegiate Cooperation, *Models, School Effectiveness, Self Evaluation (Groups), State Programs, Two Year Colleges
Identifiers—ERIC Digests

Accountability has been a developing issue for community colleges for the past several years. Demands that two-year colleges provide evidence of the achievement of their goals has placed a heavy burden on institutional research offices. A number of organizational models have been used by community colleges in carrying out the research function, including on-site operations at the college or district level, collaborative efforts involving a consortium of colleges, and state-level coordination of research projects. Determining the most effective organizational model for integrating research into college operations depends upon the college's size, organizational complexity, available resources, research expertise, and commitment to institutional research. Four exemplary institutional research models are provided. (JMC)

ED 320 649 JC 900 383
Woodroof, Robert H., Ed.
The Viability of the Private Junior College. New Directions for Community Colleges, Number 69.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-822-3
Pub Date—90
Contract—RI88062002
Note—101p.; Part of the Jossey-Bass Higher Education Series.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 (14.95).
Journal Cit—New Direction for Community Colleges; v18 n1 Spr 1990
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Access to Education, Adjunct Faculty, *Church Related Colleges, *College Faculty, Computer Assisted Instruction, Declining Enrollment, *Educational History, *Educational Trends, Evaluation Methods, Full Time Faculty, Futures (of Society), Institutional Advancement, Institutional Research, *Private Colleges, Public Relations, Religious Cultural Groups, Student Recruitment, Two Year Colleges

A rapid decline in the number of private liberal arts junior colleges is forcing educators to examine the status of this special sector of higher education. This monograph focuses on the history and future of these colleges in higher education, the marketing of private junior colleges, institutional assessment, church-related colleges, computer instruction in junior colleges, and adjunct and full-time faculty ratios. The following articles are included: (1) "A History of Resilience," by Robert H. Woodroof; (2) "The Private Junior College in Higher Education's Future," by Nelson M. Hoffman, Jr.; (3) "A Professional Approach to Marketing the Private Junior College," by Peter T. Mitchell; (4) "Assessment, the Affordable Way," by John H. Williams; (5) "Expanding the Religious Heterogeneity of the Student Body," by George D. Fields, Jr.; (6) "Instructional Use of Computers in the Junior College," by Gordon L. Wells; (7) "The Adjunct/Full-Time Faculty Ratio," by Milton L. Smith; and (8) "Doubts about the Future of the Private Liberal Arts Junior College," by Robert H. Woodroof. (VVC)

ED 320 651 JC 900 385
Catanzaro, James L., Ed. Arnold, Allen D., Ed.
Alternative Funding Sources. New Directions for Community Colleges, Number 68.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-843-6
Pub Date—89
Contract—RI88062002
Note—128p.; Part of the Jossey-Bass Higher Education Series.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 (14.95).
Journal Cit—New Directions for Community Colleges; v17 n4 Win 1989
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Alumni, Ancillary School Services, Community Colleges, *Corporate Support, Economic Development, *Educational Finance, Endowment Funds, Financial Needs, *Fund Raising, *Philanthropic Foundations, *Private Financial Support, Program Descriptions, Program Development, *School Business Relationship, School Community Relationship, School Support, Two Year Colleges

In an effort to identify and tap new sources of funds for community colleges, this monograph presents a series of descriptive articles on the most successful alternative funding ventures. In addition, the sourcebook provides a sense of where and how new ventures have aided two-year colleges and how other institutions might follow in this pursuit. The following articles are included: (1) "The Community College Foundation Today: History, Characteristics, and Assets," by Dan Angel and Dale Gares, and "Reasons for Success," by G. Jeremiah Ryan; (2) "Foundation Restricted Funds, A Special Application: Miami-Dade's Endowed Teaching Chair," by Horace Jerome Traylor, Stephen G. Katsinas, and Siegfried E. Herrmann; (3) "Alumni Friends and Funds for Your Institution," by Richard J. Pokrass; (4) "Alternative Education/Alternative Revenue: Contract Training–Public and Private Sector Models," by Raymond Lestina and Beverly A. Curry, and "Media Technology Begets Revenue," by Jana B. Kooi; (5) "Economic Development, the Community College, and Technology Training," by Steve Maradian; (6) "Entrepreneurship in the Community College: Revenue Diversification," by Richard W. Brightman; (7) "A Case for Commercial Development of College Property," by Richard W. McDowell and W. Kenneth Lindner; and (8) "Performance Contracting: Profits and Perils," by Charles C. Spence and Jeffrey G. Oliver. Appendixes provide a guide to key resources and a list of companies that provide matching funds to junior or community colleges. (VVC)

ED 321 791 JC 900 377
Hernandez, Kathleen Rodarte
Are New Models of Student Development Needed? ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-89-06
Pub Date—Dec 89
Contract—RI88062002
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Role, Community Colleges, Futures (of Society), Individual Development, Institutional Mission, *Models, *Student Development, Student Improvement, *Student Personnel Services, *Student Personnel Workers, *Theory Practice Relationship, Two Year Colleges
Identifiers—ERIC Digests

Although the role of the student development professional has changed along with the mission of the community colleges, the models providing a theoretical framework for the profession have remained relatively unchanged. In 1937, the American Council on Education published a statement which declared that student development professionals were to facilitate the intellectual, personal, social, and moral development of the stu-

dent. A number of theoretical models have since evolved. In 1972, a Human Development Facilitator Model was proposed that presented the student personnel worker as committed to positive human development and as possessing the skills and expertise needed to implement programs for the realization of human potential. Another model, the Maintenance Model, reduced the student development function to an unintegrated set of services available through various offices of the college. In 1975, the American College Personnel Association released a position paper which emphasized the intentional and systematic use of adult development theories in carrying out assigned functions, such as skill and attitude development and the integration of learning experiences. In 1986, the League for Innovation in the Community College reaffirmed the principles of student development established in previous years and recommended minimum requirements for assuring student success. Challenges expected to influence the student development profession in the coming decade include the quality reformation, educational technology, financial constraints, changes in institutional mission, and enrollment management. These challenges will required the development of innovative strategies and practices to address future needs. (JMC)

ED 321 833 JC 900 434
Quimbita, Grace
Internationalizing the Community College: Examples of Success. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-89-08
Pub Date—Dec 89
Contract—RI88062002
Note—4p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Cross Cultural Studies, *Cultural Awareness, *Curriculum Development, *Foreign Students, Global Approach, International Cooperation, *International Educational Exchange, *International Programs, Second Language Instruction, Study Abroad, Two Year Colleges
Identifiers—ERIC Digests
With the growing technological, economic and political interdependence between nations, the word "community" has come to have international implications. In order to alleviate American ignorance about other nations and global issues, community colleges must institutionalize international perspectives into their curricula. More than 50% of all foreign undergraduate students are enrolled at community colleges, and these students are an untapped resource for promoting cultural awareness on campus and in the surrounding community. Rockland Community College (RCC) and Brevard Community College encourage foreign students to offer tutoring in their native languages and advice on travel to their homelands. Community college curricula can be internationalized through specifically designed courses or through the incorporation of lectures or assignments on global themes into existing courses. The nursing department at RCC, for example, has added a cross-cultural perspective to its curriculum by exposing students to local immigrant populations and the health issues affecting them. Some colleges bring an international flavor into their curricula through foreign language courses or study abroad programs. Work-study abroad programs offer career-oriented students a chance to gain employment experience and contacts while exploring another country. Another important aspect of an international curriculum is broadening the outlook of faculty and staff. This can be accomplished through travel study programs, faculty exchanges, and college consortia. The soundest advice for colleges attempting to internationalize their curricula is to relate new international ventures to the existing resources, programs, and mission of the college. (JMC)

ED 321 834 JC 900 435
Heaney, Barbara
The Assessment of Educational Outcomes. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-90-01
Pub Date—Jul 90
Contract—RI88062002
Note—4p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *College Outcomes Assessment, College Planning, Community Colleges, Educational Trends, *Evaluation Criteria, Evaluation Problems, *Evaluation Research, Graduate Surveys, Institutional Evaluation, Legislators, Models, *Outcomes of Education, Two Year Colleges
Identifiers—ERIC Digests
With the growing demand for accountability by legislators, outcomes assessment has become a much higher institutional priority for community colleges. According to a recent survey, two-thirds of the states have implemented formal assessment initiatives, compared to a very few states only 1 year earlier. Institutions, however, must be careful that assessment is not used only to ensure accountability, but also to enhance institutional quality. Effective and meaningful assessment evolves within a collaborative framework in which both legitimate legislative needs and the integrity of institutional autonomy are respected equally. Follow-up studies and job placement surveys are often adequate for institutional needs but do not sufficiently fulfill state requirements. Some colleges have therefore implemented comprehensive assessment programs which attempt to evaluate quality at all levels, over time, through systematic reviews of academic programs and services and longitudinal studies of educational trends. One model identifies six areas of concern faced by all colleges: access and equity; employment preparation and placement; college/university transfer; economic development; college/community partnerships; and cultural and cross-cultural development. In 1988, a national study of outcomes measures investigated the use of academic progress and employment outcomes, student learning outcomes, and student satisfaction outcomes among a sample of 675 institutions of the American Association of Community and Junior Colleges. Over 90% of the respondents expected outcomes measures to maintain their current priority or increase in priority over the next 3 to 5 years. The results of outcomes assessment should help colleges identify where present efforts and priorities lie and where they should be placed. (JMC)

ED 321 835 JC 900 446
Williams, Dana Nicole
Correctional Education and the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-89-05
Pub Date—Dec 89
Contract—RI88062002
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Associate Degrees, *Classroom Techniques, Community Colleges, *Correctional Education, Correctional Institutions, *Correctional Rehabilitation, Individualized Instruction, Institutional Cooperation, *Prisoners, Recidivism, *Teacher Characteristics, Two Year Colleges, Vocational Education, Vocational Rehabilitation
Identifiers—ERIC Digests
Recent studies on correctional education point to the value of such programs in helping to train and rehabilitate those inmates disposed to such opportunities. Because of their vocational curricula and community service orientation, community colleges are in an ideal position to educate prison inmates. While in 1965, only 12 correctional education programs were in operation, by 1982 at least 350 functioning programs were reported. Three-quarters of these programs are sponsored by community colleges, which provide courses that range from basic math and reading to vocational instruction. Over 80% of the programs are held inside of the prisons, and most are staffed by part-time faculty. Recent studies have shown that prison programs have produced positive behavioral changes, improved math and verbal skills among student inmates, and may account for a decrease in the recidivism rate of inmates who receive vocational training. Along with such benefits, prison programs also encounter problems including an unstable financial base, inadequate coordination and articulation among prisons, interagency and interpersonal conflicts, and high faculty turnover. In many cases, faculty are unprepared for the significant differences in the environment and their roles between regular classroom instruction and prison instructors, and many burn out quickly. Important characteristics for correctional program teachers include good listening skills, the ability to curb their own aggressive behavior, the capacity to work effectively in a relaxed classroom atmosphere, and the ability to work one-on-one with students. (GFW)

PS

ED 310 881 PS 018 308
Tudge, Jonathan Caruso, David
Cooperative Problem-Solving in the Classroom.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-88-1
Pub Date—89
Grant—OERI-88-062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperation, Early Childhood Education, *Elementary School Students, Guidelines, *Piagetian Theory, *Preschool Children, *Problem Solving, *Teacher Role
Identifiers—ERIC Digests
Cooperation among students in classroom problem-solving activities is briefly discussed in terms of Piaget and cooperative problem-solving, guidelines for teachers, and the teacher's role. While research results are not unambiguous, teachers can encourage children to interact and share their perspectives during cooperative play by: (1) planning activities in which children have a shared goal; (2) ensuring that the goal is intrinsically interesting; (3) making it possible for children to achieve their goals through their own actions; and (4) seeing to it that the results of the child's actions are visible and immediate. To avoid giving directions, teachers can encourage children to interact with each other, help children clarify or adapt their shared goals, and involve children who are unlikely to initiate interaction. It is concluded that cooperative problem-solving becomes a valuable part of the curriculum when teachers present problems that children at different developmental levels can work on together, encourage children's efforts to share perspectives, and help them achieve a common objective. Nine references are cited for further reading on the topic. (RH)

ED 313 108 PS 018 307
Hitz, Randy Driscoll, Amy
Praise in the Classroom.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-89-1
Pub Date—89
Grant—OERI-88-062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, Early Childhood Education, *Elementary School Students, *Emotional Development, *Preschool Children, *Teacher Role
Identifiers—*Educational Encouragement, ERIC Digests, *Praise
Research suggests that: (1) teachers' use of praise may lower students' confidence in themselves; (2) systematic use of praise as a reinforcer in the classroom is impractical; (3) praise is a weak reinforcer;

(4) various forms of praise have different effects on different kinds of students; and (5) use of praise is not the most powerful method for controlling deviant behavior and maintaining student attention. However, research also indicates that there are effective ways to praise students. The term "effective praise," or "encouragement," refers to a teacher's use of positive acknowledgments that neither judge student work nor assign status to the student. Encouragement offers specific, teacher-initiated, and private feedback that focuses on improvement and efforts, uses sincere and direct comments, helps students appreciate their behaviors and achievements, avoids comparisons with others, helps children develop self-satisfaction from a task or product, and does not set the student up for failure. It is concluded that teachers who avoid ineffective praise and use encouragement create a classroom environment in which students do not fear continuous evaluation, can make and learn from mistakes, and do not need to strive to meet someone else's standard of excellence. Nine references are cited. (RH)

ED 313 168 PS 018 457

Katz, Lilian G. And Others

Family Living: Suggestions for Effective Parenting.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—RI-88-062012

Note—121p.

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 205, $11.75).

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Annotated Bibliographies, *Behavior, Childhood Needs, Creativity, Early Childhood Education, Elementary School Curriculum, *Emotional Experience, Employer Supported Day Care, *Family Life, High Risk Students, Individual Characteristics, Kindergarten, Language Acquisition, Oral Language, Parent Education, *Parenting Skills, Parent Participation, Play, *Young Children

Identifiers—Infant Day Care, Praise

Suggestions for effective parenting of preschool children are provided in 33 brief articles on children's feelings concerning self-esteem; fear; adopted children; the birth of a sibling; death; depression; and coping with stress, trauma, and divorce. Children's behavior is discussed in articles on toddlers' eating habits, punishment and preschoolers, whining, making friends, bedtime, good manners, interpersonal conflict, and friendship. Articles on children's learning focus on preparation for preschool, what preschoolers should be learning, first days of preschool, exercising choice, and questions about sex. Parenting is discussed in articles on assessing preschoolers' development, nudity at home, traveling with a preschooler, monitoring television viewing, parental disagreements about child rearing, the only child, chores, sex differences, stress, and children's wish to sleep in their parents' bed. Also included are ERIC digests on involving parents in the education of their children, the escalating kindergarten curriculum, praise in the classroom, the nature of children's play, creativity in young children, infant day care, and language development. Resource lists cite ERIC documents and journal articles on employer-supported child care, at-risk children, and school success. A reprint of a computer search of the ERIC database on family living is included. (RH)

ED 317 273 PS 018 655

Bowman, Barbara T.

Educating Language-Minority Children.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-90-1

Pub Date—90

Contract—RI88062012

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Language, *Classroom Communication, Cultural Differences, *Cultural Influences, Elementary Education, Ethnic Groups, Guidelines, *Individual Development, Language of Instruction, *Limited English Speaking, Minority Group Children, *Teacher Responsibility, Teaching Methods

Identifiers—ERIC Digests, *Language Minority Students

This ERIC Digest delineates problems posed by the increasing number of language-minority children in schools and offers suggestions for teaching children from different cultures. It is maintained that a group's language reflects its culture, and the uses to which that language is put are culturally determined. When children and adults do not share common experiences and beliefs, adults are less able to help children encode their thoughts in language. To overcome problems of the multicultural classroom, teachers need to learn to recognize developmentally equivalent patterns of behavior across cultures. They should not value some ways of achieving developmental milestones more highly than others. Teachers need to begin instruction with interactive styles and content that is familiar to the children. Whether this entails speaking in the child's primary language, using culturally appropriate styles of address, or relying on patterns of management familiar to the children, the purpose is to establish a basis for communication. One of the most important tasks for teachers is interpreting the school's agenda to parents. When differences exist between the cultural patterns of the home and community and those of the school, teachers must deal with the differences directly. Formal assessment of learning outcomes should be delayed until teachers and children have built a set of shared meanings. (RH)

ED 319 537 PS 018 846

ERIC/EECE Digests Related to the Education and Care of Children from Birth through 12 Years of Age.

ERIC Clearinghouse on Early Childhood Education, Champaign, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—OERI-88-062012

Note—72p.

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 W. Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 206, $6.95).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Child Caregivers, Child Development, *Children, *Day Care, *Early Childhood Education, Educational Policy, Educational Practices, Educational Quality, *Elementary Education, Elementary School Curriculum, Kindergarten, Latchkey Children, Parent Participation, *Preschool Education

Identifiers—Developmental Assessment, *ERIC Digests, Infant Day Care, Screening Procedures

The ERIC/EECE Digests in this compilation focus on different aspects of the education and care of children from birth through 12 years of age. The four digests produced in 1989 concern the escalating kindergarten curriculum, involvement of parents in the education of their children, mixed-age groups in early childhood education, and praise in the classroom. The eight digests from 1988 focus on the training and qualifications of child care directors, cooperative learning strategies for children, creativity in young children, cooperative problem solving in the classroom, critical issues in the provision of infant day care, latchkey children and school-age child care, the nature of children's play, and young children's oral language development. The 12 digests produced in 1987 deal with ability grouping in elementary schools, the development of social competence, early childhood classrooms and computers, "hothousing" of young children, trade-offs between program quality and affordability in early childhood programs, readiness for kindergarten, screening for school entry, the shifting kindergarten curriculum, the shy child, training of day care providers, and what young children should be learning. Digests produced before 1987 address the assessment of preschoolers' development, homework policies, full- or half-day kindergarten, and parents and schools. Materials concerning the ERIC System are provided. (RH)

ED 320 661 PS 018 815

Powell, Douglas R.

Parent Education and Support Programs. ERIC Digests.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-90-2

Pub Date—90

Contract—RI88062012

Note—3p.

Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Programs, *Delivery Systems, *Educational Quality, Federal Programs, *Outcomes of Education, *Parent Education, *Program Effectiveness, State Programs

Identifiers—ERIC Digests

This digest identifies current programmatic efforts to inform and support parents and briefly reviews research on the effectiveness of parent education and support programs. The discussion of approaches to parent support focuses on parent education programs, the Education of the Handicapped Act Amendments (Public Law 99-457), Head Start, state early childhood programs that center on families, and local, grassroots parent-oriented programs, such as Chicago's Family Resource Coalition. Evaluations of intensive parent- or family-oriented early childhood programs serving low-income populations have found positive short-term effects on child competence and maternal behaviors, and long-term effects on such family characteristics as level of education, family size, and financial self-support. Dimensions of a high quality parent program are discussed. (RH)

ED 320 662 PS 018 816

Guidelines for Family Television Viewing. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-90-3

Pub Date—90

Contract—RI88062012

Note—3p.

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Family Problems, Guidelines, *Parent Responsibility, *Parent Role, *Programing (Broadcast), Social Action, *Television Commercials, *Television Viewing, *Violence

Identifiers—ERIC Digests

This ERIC digest addresses problems associated with children's excessive viewing of television programs and commercials and provides suggestions to help parents guide their children's television viewing. Children who watch television 3 to 5 hours a day have little time for other activities such as play, reading, and talking with others. Excessive television viewing may have a detrimental effect on children's learning and school performance. The amount of violence depicted on television is increasing. The average child views more than 20,000 commercials a year, and by doing so, may acquire a distorted picture of appropriate eating habits. A recent study found a direct relationship between amount of television viewing and children's risk of obesity. In this digest, parents who wish to address the problems associated with excessive television viewing are advised to: (1) know how much television their children watch and set limits on the amount of viewing; (2) encourage their children to plan their viewing; (3) watch television with their children and provide interpretations of excesses and distortions, such as violent actions; (4) encourage their children to watch programs that depict characters who cooperate and care for each other; (5) call their local stations and write or call networks or sponsors to express their feelings about programming; and (6) join with other concerned parents and public action groups. (RH)

ED 321 843 PS 018 869
Child Sexual Abuse: What It Is and How To Prevent It. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—PS-EDO-5-90
Pub Date—90
Contract—RI88062012
Note—3p.; Adapted from the flyer "Child Sexual Abuse: What It Is and How to Prevent It" (1988) by the American Academy of Pediatrics.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Abuse, Definitions, Guidelines, *Parent Responsibility, *Prevention, *Sexual Abuse
Identifiers—ERIC Digests
This digest is intended to help parents prevent child sexual abuse. The digest provides facts about child sexual abuse and guidelines for dealing with abuse. Sections of the digest address the following questions: (1) What is child sexual abuse? (2) Could my child be sexually abused, and if so, by whom? (3) How would I know if my child is being sexually abused? (4) If my child reveals sexual abuse, what should I do? (5) Can I deal with sexual abuse in my family without contacting the authorities? (6) What will happen to the child and the offender if sexual abuse is reported? and (7) What can parents do to prevent sexual abuse? Resources for further information are listed. (RH)

ED 321 890 PS 018 960
Cummings, Carolyn
Appropriate Public School Programs for Young Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Involvement, Curriculum, *Early Childhood Education, *Educational Development, Educational Philosophy, Inservice Teacher Education, Parent Participation, *Program Development, *Public Schools
Identifiers—Developmentally Appropriate Programs, ERIC Digests, Screening Programs
This digest discusses issues related to the implementation of high quality early childhood education by public school districts. Contents focus on: (1) the development of a written statement of philosophy; (2) the analysis of screening and assessment practices; (3) organization of the learning environment; (4) teacher preparation; (5) parent involvement; (6) collaboration with the community; and (7) ways to sustain programs. It is concluded that public schools can change to better meet the needs of young children. Such changes should be carefully planned and based on research and theory about what is appropriate for young children. Changes should be supported by commitment from the district's decision makers and by an increase in the time allotted for planning, training, and problem solving. Each change can be implemented over a period of time so that those involved have time to make preparations. (RH)

ED 321 912 PS 019 065
Eheart, Brenda Krause Leavitt, Robin Lynn
Family Day Care: Discrepancies between Intended and Observed Caregiving Practices.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
Pub Date—89
Contract—RI88-062012
Grant—1-5-37217
Note—21p.
Journal Cit—Early Childhood Research Quarterly; v4 n1 p145-62 Mar 1989
Pub Type— Journal Articles (080) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Certification, *Child Caregivers, *Classroom Environment, Early Childhood Education, *Educational Practices, *Etiology, *Family Day Care, Individual Development, *Intention, Interviews, Observation, Research Needs, Teacher Education
Identifiers—Interpretive Research, Symbolic Interactionism
The purpose of this two-phase study, guided by the theory and method of interpretive interactionism, is to describe how family day care providers perceive and implement their caregiving intentions and practices. In phase 1 of the study, data were obtained from interviews with 31 providers and in phase 2, observations of 6 providers over a 10-month period were carried out in the providers' homes. The paper focuses on providers' responses to questions concerning their responsibilities to children in their care, the kinds of experiences they want children to have while in their care, and a typical day in their home care environment. Findings revealed that what family day care providers intended to provide for children, namely, a loving, attentive, play-filled environment, was rarely realized in practice. Incidents reflecting a non-nurturing environment were repeatedly observed. Play in the day care homes primarily amounted to allowing children to run around and do what they pleased under the provider's supervision. It is suggested that these discrepancies may be due to the differences in interpretations that providers and researchers place on various words, phrases, and behaviors. Discrepancies may also be due to aspects of group composition, such as group size, consistency of the group, and relationship of children to provider. Recommendations for training and research are offered, and implications for children's development and family day care licensing are discussed. (RH)

ED 321 913 PS 019 067
Brown, Patricia Clark
Kindergarten Curriculum Materials.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—12 Sep 88
Contract—RI88062012
Note—13p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Community Programs, County Programs, *Elementary School Curriculum, Guidelines, *Kindergarten, Primary Education, State Programs
This annotated bibliography provides 28 citations of kindergarten curriculum materials produced since 1983 by states, regions, counties, municipalities, districts, and associations. Materials focus on a range of topics, such as appropriate practices, conceptual language development, implementation of all-day programs, integrated programs, a multi-sensory approach to letters and sounds, and science activities for kindergarten children. Most materials fall into the categories of guides to curriculum development, guides to program development and implementation, handbooks, resource books, and skill lists. Others provide position statements, curriculum standards, recommendations, and regulations. State and provincial materials come from Alaska, Arkansas, Connecticut, Delaware, Georgia, Idaho, Iowa, Kentucky, Maine, Mississippi, Oklahoma, Oregon, Nebraska, New Brunswick, South Dakota, and Utah. County materials come from Prince George County, Maryland, and Fairfax County, Virginia. City materials come from New York City; Charlotte-Mecklenburg, North Carolina; and San Diego, California. Other materials come from the Lincolnwood School District in Illinois, the New Hampshire Association for the Education of Young Children, and Region VI, Texas. (RH)

RC

ED 313 192 RC 017 328
Mestre, Jose
Hispanic and Anglo Students' Misconceptions in Mathematics. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-9
Pub Date—Mar 89
Contract—RI-88-062016
Note—3p.
Available from—Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anglo Americans, Concept Formation, *Concept Teaching, Elementary Secondary Education, *Error Patterns, *Hispanic Americans, *Mathematical Concepts, *Mathematics Instruction, *Misconceptions, Student Attitudes
Identifiers—ERIC Digests
Students come to the classroom with theories that they have actively constructed from their everyday experiences. However, some of these theories are incomplete half-truths. Although such misconceptions interfere with new learning, students are often emotionally and intellectually attached to them. Some common mathematical misconceptions involve: (1) confusion between variables and labels, with failure to understand that variables stand for numerical expressions; (2) mistakes about the way that an original price and a sale price reflect one another; (3) misconceptions about the independent nature of chance events; and (4) reluctance to multiply fractions. Hispanic students display some unique mathematical error patterns resulting from differences in language or culture. In addition, linguistic difficulties increase the frequency with which Hispanic students commit the same errors as Anglo students. Since students will not easily give up their misconceptions, lecturing them on a particular topic has little effect. Instead, teachers must help students to dismantle their own misconceptions. One effective technique induces conflict by drawing out the contradictions in students' misconceptions. In the three steps of this technique, the teacher probes for qualitative, quantitative, and conceptual understanding, asking questions rather than telling students the right answer. In the process of resolving the conflicts that arise, students actively reconstruct the concept in question and truly overcome their misconceptions. This digest contains 10 references. (SV)

ED 314 224 RC 017 314
Thompson, David C. And Others
Achievement of Equity in Capital Outlay Financing: A Policy Analysis for the States.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 89
Contract—RI88062016
Note—96p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($12.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Capital Outlay (for Fixed Assets), *Educational Equity (Finance), Educational Facilities, Educational Finance, Educational Policy, Educational Trends, Elementary Secondary Education, Equalization Aid, *Facility Requirements, *Financial Policy, Full State Funding, Grants, School District Autonomy, *State Aid, *State School District Relationship
Identifiers—Educational Adequacy, Kansas
This monograph examines four plans for state funding of educational facilities: total control; 50-50 flat grants; full state funding; and equalization. The trend in many states is to become increasingly more involved in helping local school districts with capital outlay for facility requirements. Recent litigation suggests that capital outlay is an emerging issue that will be addressed in the courts if it is not effectively

addressed by state policy. Twenty-eight states currently provide some form of true assistance. The result is a greater degree of equity, enhanced educational opportunity, and reduced vulnerability to legal challenges. Policymakers need to understand their options, and they need methods to assess them in the context of political economy, legislative climate, demography, and patterns of school organization. The four plans examined in this document are evaluated for their effects on adequacy and equity in the context of two models–the average practice model and the estimated needs model, each applied to data from Kansas schools. The goal within the first model is to enable every district to fund facilities at an average level. The goal in the second model is full funding of needs estimated by districts. The discussion draws a number of implications about the adequacy and equity of school financing, urban-rural differences in financing, and systematic improvements. Recommendations to state policymakers address increased local control; funds for debt service and new projects; and funds to meet special needs, growth, and the exigencies of sparsity. (TES)

ED 314 225 RC 017 315

Honeyman, David S. And Others

Financing Rural and Small Schools: Issues of Adequacy and Equity.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 89

Contract—RI-88-062016

Note—79p.

Available from—ERIC/CRESS, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($11.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Capital Outlay (for Fixed Assets), Consolidated Schools, Educational Equity (Finance), *Educational Finance, Educational Policy, Educational Trends, Elementary Secondary Education, *Finance Reform, *Financial Policy, *Resource Allocation, *Rural Schools, Rural Urban Differences, Small Schools, *State Aid, State School District Relationship

This monograph investigates issues related to the financial support of rural schools. The first section describes various state formulas and the methods used to distribute funds to rural schools. It considers questions about the adequacy of funding adjustments based on sparsity and the relationship of such adjustments to equal educational opportunity. It also synthesizes the current research on the status of school facilities. This section of the discussion details the relationships among wealth, ability to pay, and the maintenance and capital expenditure problems that rural, small (and usually poor) school districts face. The second section describes some of the legal challenges relevant to rural and small schools currently before the courts. At the heart of these challenges is the inability of existing finance formulas to address adequately the needs of rural education. These challenges are compared to similar challenges brought by urban schools. The third section discusses state and local support mechanisms and details efforts by some states to make the tax base more responsive to rural education needs. It considers issues involved in reclassification and reassessment of property, including relevant economic concerns of primarily agriculture-based economies. Conclusions and recommendations include discussions about consolidation and school reform as related to equal educational opportunity. (Author/TES)

ED 314 228 RC 017 342

Reyhner, Jon

Changes in American Indian Education: A Historical Retrospective for Educators in the United States. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-89-1

Pub Date—Apr 89

Contract—RI88062016

Note—3p.

Available from—Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, American Indian History, American Indians, *Curriculum Problems, Educational Change, *Educational History, *Educational Improvement, Educational Needs, Elementary Secondary Education

Identifiers—ERIC Digests

This brief retrospective outlines major points in the history of American Indian education and major issues in Indian curriculum and teacher training. From the arrival of Europeans until recent times, formal schooling for American Indians has been controlled by others–first missionaries, then the Bureau of Indian Affairs (BIA). After World War II, American Indians began to actively promote self-determination and their own civil rights. Today all Indian schools are controlled by the local community or are operated by the BIA in conjunction with local Indian school boards. American Indian students' generally poor academic achievement has been attributed to sociocultural factors, such as differences between students' and teachers' languages, cultures, values, and learning styles. School improvement efforts either are based on studies of urban or suburban schools serving the dominant culture or follow the "whole language approach," focusing on getting students to read more "real literature" and to write more. Integration of American Indian language and culture into the regular school curriculum is critical to improving student achievement. Teachers of Indian children need systematic training about sociocultural influences on learning and about tribal cultures. Some tribal councils have formulated educational policies that mandate school instruction in the tribal language and culture. This digest contains 10 references. (SV)

ED 317 332 RC 017 430

Cole, Robert

Small Schools: An International Overview. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-89-12

Pub Date—Sep 89

Contract—RI88062016

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Education, Educational Change, Educational Policy, Elementary Secondary Education, Excellence in Education, Institutional Survival, One Teacher Schools, *Rural Schools, School Demography, *School Size, *Small Schools, Social Change, Teaching Conditions

Identifiers—ERIC Digests, Small School Districts

This ERIC digest presents an overview of small-scale schooling in an international context, examines demographic data, staffing problems, and incentives used in other nations, and points out the distinctive characteristics and unique value and potential of small schools in both industrialized and developing nations. Rural school populations remain significant in most countries and even in the most industrialized countries, small rural schools are still the rule rather than the exception. The plight of small schools has, however, grown worse in both industrialized and developing nations. Stereotypes of small schools and their settings are misleading: these schools are diverse, and their characteristics vary substantially, even within a single nation. Small schools have survived out of necessity in industrialized and developing nations alike. Although no one definition of "rural" or "small" applies to all countries and settings, the strengths and needs of small schools transcend national boundaries. Small schools will not disappear in the foreseeable future because the rural populations served by small schools will continue to be substantial, even as industrialization proceeds. The strengths of small schools, as well as their evident needs, are significant, and policies should attend to both. Because of their diversity, small schools cannot be well served by a single policy even within a given nation. Policies to support small schools must consider the specific local or regional context, so that the needs of small schools can be met at the same time. This digest lists 10 references. (ALL)

ED 319 580 RC 017 653

Sena, Alicia

Making Education Work for Mexican-Americans: Promising Community Practices. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-90-2

Pub Date—Mar 90

Contract—RI88062016

Note—3p.

Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Involvement, Elementary Secondary Education, *Enrichment Activities, *High Risk Students, Hispanic Americans, *Mexican American Education, Parent Education, Role Models, *School Community Programs, School Community Relationship, Social Support Groups, Youth Programs

Identifiers—California, ERIC Digests, Texas

Hispanic students have higher dropout rates and lower academic achievement than Anglo students. While schools have begun to address the issue of underachievement, some community groups have implemented enrichment programs that focus on the affective domain–self-esteem, family values, and cultural pride. This digest describes and synthesizes the successful strategies of several community programs in Texas and southern California: Valued Youth Partnership Program (San Antonio), Youth Community Service program (Los Angeles), Project ONDA (Opportunities for Networking and Developing Aspirations) (Dallas), Pasadera (Stepping Stone) Program (San Antonio), National Hispanic Institute programs (Austin), Del Mar College's Prefreshman Engineering Program (Corpus Christi), the University of Texas at El Paso's Mother-Daughter Program, and ADVANCE (San Antonio). These programs involve peer tutoring, adult mentors, training in leadership and communication skills, support groups, health promotion, child abuse prevention, and college experiences for high school students. These programs share many key features. In particular, they: (1) actively recruit students; (2) serve a small group of students; (3) direct personal attention at students; (4) focus on enrichment, not deficits; (5) target the affective domain; (6) validate the language and culture of students' homes; (7) provide support and role models using local resources; (8) facilitate other support needed to ensure attendance; and (9) celebrate students' accomplishments publicly. This digest contains 10 references. (SV)

ED 319 581 RC 017 654

McEachern, William Ross

Supporting Emergent Literacy among Young American Indian Students.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-90-3

Pub Date—Mar 90

Contract—RI88062016

Note—3p.

Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, *Beginning Reading, Cultural Activities, *Language Experience Approach, Listening Comprehension, *Prereading Experience, Primary Education, *Reading Comprehension, Reading Instruction, *Reading Materials, Reading Readiness, Teacher Developed Materials, Whole Language Approach

Identifiers—*Emergent Literacy, ERIC Digests

This digest links the development of listening comprehension to the emerging reading comprehension of young American Indian students, and suggests ways that teachers can use locally produced materials to enhance young students' emergent literacy. Reading comprehension is the key to literacy, and prior knowledge supports listening and reading comprehension. However, most commercial reading materials used in schools do not reflect

American Indian students' exprience of the world. Since there are many culturally distinct American Indian groups, producing commercial "Indian" materials is not a viable alternative. Studies have shown, however, that culturally relevant instructional materials increased listening comprhension among American Indian primary students. Such findings indicate the effectiveness of teachers' efforts to produce instructional materials locally. Such efforts might involve inviting community storytellers into the classroom and transcribing oral presentations for use as reading materials, or encouraging children to develop stories based on their own experiences. Teachers must also recognize the linguistic diversity of their students, who may use English as first language, second language, or dialect. Students' linguistic backgrounds must be considered when designing a language arts program. This digest contains 10 references. (SV)

ED 319 582 RC 017 655

Sherwood, Topper

Got the Education Beat? Use ERIC! A Journalist's Handbook about the Educational Resources Information Center (ERIC).

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 90

Contract—RI88062016

Note—27p.

Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($3.00).

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bibliographic Databases, *Educational Research, Information Centers, *Information Retrieval, *Journalism, Research Tools

Identifiers—Computer Searches, *ERIC

This brief guide provides journalists with information on the Educational Resources Information Center (ERIC). It describes what is in ERIC, why journalists writing education news should use ERIC, when ERIC is most useful, and how journalists can obtain access to ERIC. It explains how to search the ERIC database, manually or on compact disks (CD-ROM), and provides examples of manual and computer searches. It discusses how to obtain copies of journal articles in the "Current Index to Journals in Education" and documents in "Resources in Education." The guide lists addresses, phone numbers, and contact persons for ACCESS ERIC and the 16 ERIC clearinghouses, and provides bibliographic information and annotations for six other guides to ERIC. (SV)

ED 319 583 RC 017 656

Hunter, James Howley, Craig B.

Capital Outlay: A Critical Concern in Rural Education. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-90-1

Pub Date—Mar 90

Contract—RI88062016

Note—3p.; For the monograph by D. Thompson and others, see ED 306 067.

Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Capital Outlay (for Fixed Assets), *Educational Equity (Finance), Educational Finance, Elementary Secondary Education, Financial Problems, *Financial Support, Public Schools, *Rural Schools, School Construction, *School Districts, *State Aid, State School District Relationship

Identifiers—*Educational Adequacy, ERIC Digests

This digest, which is based primarily on the 1989 ERIC/CRESS monograph entitled "Achievement of Equity in Capital Outlay Financing: A Policy Analysis for the States," by D. Thompson G. Stewart, D. Honeyman, and R. Wood, addresses possible solutions to the emerging problem of capital outlay financing, with special attention to facilities in rural areas. Construction and maintenance of school buildings have traditionally depended on local funding. But rural school districts, operating on some of the lowest revenue bases in the country, are often unsuccessful in raising property taxes to meet capital outlay needs. Also, the state-mandated reforms of recent years have placed an additional burden on local budgets, diverting possible resources from capital outlay financing. Recent court rulings have linked capital outlay financing to the established legal premises of adequacy and equity, and have implied the need to provide poor school districts with additional outside funds. State aid for capital outlay has been instituted in 28 states, ranging from full state funding to state or local building authorities, which often seek to involve private enterprise. All forms of such state aid have disadvantages related to loss of local control. Strong partnerships between state education agencies and local education agencies are vital to countering such disadvantages. This digest contains 10 references. (SV)

ED 319 584 RC 017 657

Directory of Organizations and Programs in Rural Education.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.; National Rural Education Association, Fort Collins, CO.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[90]

Contract—RI8862016

Note—73p.

Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($6.50).

Pub Type— Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agencies, Clearinghouses, *Information Centers, National Organizations, *Organizations (Groups), Periodicals, Regional Programs, *Rural Education, *State Programs

Identifiers—Cooperative Extension Service, National Diffusion Network

Interest in the rural context of education is growing, and connections between education and the wider rural community are increasingly acknowledged to be important. Hundreds of organizations were contacted to update this directory, which provides recent information on programs, organizations, and resources useful to practitioners, policymakers, and researchers in rural education. Each entry includes address, phone number, and contact person; some contain a short description. Sections contain entries for 13 national associations and networks; 9 regional educational laboratories; 8 national information centers and clearinghouses; 38 statewide and regional associations, programs, and centers; 26 federal government agencies and hotlines; 15 rural journals; and state contacts for the National Diffusion Network (NDN), state education agencies with defined rural programs, state data centers, and offices of the Cooperative Extension System. NDN facilitators can be especially helpful in rural areas, as they can help select proven programs to match local needs. A final section lists 63 organizations that may have an interest in rural education but that were unable to reply with current information. An index lists entries by state. (SV)

ED 319 585 RC 017 760

Carrera, John Willshire

Educating Undocumented Children: A Review of Practices and Policies. A Trends and Issues Paper.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 89

Contract—RI88062016

Note—51p.

Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 ($7.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Access to Education, *Childrens Rights, Civil Rights, *Court Litigation, Educational Discrimination, Educational Policy, Elementary Secondary Education, *Federal Legislation, Legal Responsibility, Public Education, School Policy, Student Rights, *Undocumented Immigrants

Identifiers—Detention, Immigration And Naturalization Service, *Immigration Law

This paper discusses trends and issues surrounding undocumented students in the United States. War, hope, political difficulties, and economic troubles propel immigrants into the country. Estimates range from 100,000 to 500,000 undocumented immigrants entering annually, almost one-fifth of whom are under age 15. Many undocumented children attend public schools. Issues for educators include the right to education for undocumented children, the right of immigration officials to enter the classroom, and children in detention. State laws say all school-aged immigrants are required to attend school without regard to citizenship. However, some immigrant students must receive permission from immigration officials to attend school, and that permission can be withdrawn. Education rights are defined by the courts, federal education acts, and civil-rights legislation. Provisions of the Immigrant Reform and Control Act and the Transition Program for Refugee Children tie services to students' immigration status. Other federal programs do not. Court decisions also address detention center issues, language proficiency, equal educational opportunity, and educational access by undocumented migrant students. Schools are advised to be aware of students' rights and work toward an atmosphere that is hospitable to all immigrants. They are prohibited from discriminating against students based upon their immigration status or making inquiries that might expose that status. Recommendations for schools include staff training, preparation of information materials, and the development of policies dealing with victimization or harassment of immigrant students. The document also includes a legal bibliography, a table of applicable court cases, and 14 references. (TES)

ED 321 941 RC 017 658

Benally, Elaine Roanhorse, Comp. And Others

American Indian Education: A Directory of Organizations and Activities in American Indian Education. Document No. 29. Revised.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 90

Contract—RI88062016

Note—44p.

Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($4.50).

Pub Type— Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alaska Natives, *American Indian Education, American Indians, Canada Natives, Federal Programs, *Information Centers, National Organizations, *Organizations (Groups), Periodicals, *Public Agencies, *Technical Assistance

This expanded and updated edition of the ERIC/CRESS American Indian Education Directory was compiled through a telephone survey and follow-up mail survey. Sections contain entries for: (1) 20 national Indian organizations; (2) 13 national and regional programs and information centers that benefit American Indians and Alaska Natives; (3) 5 regional resource and evaluation centers that provide technical assistance and training related to Title V projects; (4) multifunctional resource centers and evaluation assistance centers providing services in 16 regional service areas under the Bilingual Education Act of 1984 (Title VII); (5) 14 state Indian education organizations; (6) state department of education staff responsible for American Indian education in all 50 states; (7) 7 American Indian journals; and (8) relevant Congressional committees. Most entries include address, phone number, and contact person; some contain a short description. (SV)

ED 321 961 RC 017 838

Valdivieso, Rafael

Demographic Trends of the Mexican-American Population: Implications for Schools. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-90-10

Pub Date—Sep 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Dropout Rate, Educational Attainment, Elementary Secondary Education, *Employment Patterns, Income, *Low Income, *Mexican American Education, *Mexican Americans, *Population Trends, Poverty, *Residential Patterns, Socioeconomic Influences
Identifiers—ERIC Digests

While becoming increasingly important to the economic and social development of the United States, Mexican-Americans still face barriers that hinder their full partnership in U.S. society. This ERIC digest is a summary of the latest available demographic and socioeconomic trends on Mexican-Americans. It discusses the broad implications for education that follow from these trends. In 1990, the Census Bureau estimated that 12,565,000 Mexican-Americans were living in this country, and that Mexican Americans represented the most rapid growing ethic group in the U.S. due to its high immigration and fertility rates. Mexican Americans are becoming increasingly an urban population, concentrated in California and Texas. Mexican-American population characteristics include younger age, larger family size, marital stability, the least educational attainment, and low-status occupations. In 1988 about 25% of all Mexican American families lived below the official poverty line; many of these families include working adults, but their wages are generally so low that they remain part of the "working poor." The final section of the digest considers the implications of these demographic and socioeconomic characteristics in terms of the following: (1) young-adult school dropouts; (2) young parents; (3) cultural and language considerations for schools; (4) the need for expanded preschool opportunities; and (5) Mexican-American students' need for guidance, encouragement, and counseling. This document includes 11 references. (TES)

ED 321 962 RC 017 839
Hunter, James Howley, Craig B.
Undocumented Children in the Schools: Successful Strategies and Policies. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-10
Pub Date—Sep 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Education, *Court Litigation, Elementary Secondary Education, Equal Education, *Legal Responsibility, Public Education, *School Responsibility, Staff Role, *Student Rights, *Undocumented Immigrants
Identifiers—ERIC Digests, Supreme Court, *Undocumented Students

This ERIC digest reports the background effects, and implications of Plyler v. Doe, a 1982 U.S. Supreme Court ruling guaranteeing the right of undocumented immigrant children to attend public school. The document is divided into five parts. "Background of the Plyler Case" describes the Plyler v. Doe ruling and the Texas law that the Court held to be unconstitutional under this ruling. "Undocumented Children in the United States" describes the everyday difficulties experienced by undocumented children and their families. "Access: Students' Rights and Schools' Responsibilities" describes how and why state residency requirements cannot be used to deny public education to undocumented children and emphasizes that school staff should be aware of these students' rights. "What Should School Staff Do?" describes practices schools should avoid regarding undocumented students, and makes recommendations regarding their proper treatment. "The Bottom Line" emphasizes how staff sensitivity can foster the atmosphere of acceptance and trust that undocumented students need. This digest includes 10 references. (TES)

ED 321 963 RC 017 840
Garcia, Eugene
Bilingualism and the Academic Performance of Mexican-American Children: The Evolving Debate. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-9
Pub Date—Sep 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, *Bilingualism, Bilingual Students, Elementary Secondary Education, English (Second Language), Hispanic Americans, Language Dominance, Language Handicaps, *Language of Instruction, *Language Role, Social Influences, *Spanish Speaking
Identifiers—ERIC Digests

This ERIC digest considers three important issues for educators of bilingual students, specifically Spanish-American children. First, it articulates the ongoing debate about which language to use for instruction. Second, it examines myths about the negative effects of bilingualism. And finally, it presents supporting evidence and suggestions for creating a responsive educational environment for bilingual Mexican-American students. The bilingualism debate pits those who believe that two-language instruction helps develop general language and thinking skills against those who believe early and intensive English instruction is the most effective and appropriate way for learning in an English-dominant environment. Early research identified bilingualism as a handicap, finding that bilingualism caused language confusion among children. More recent studies show that young children who live in nurturing bilingual environments do not develop linguistic handicaps and even demonstrate cognitive advantages over monolinguistic children. Current studies support the idea that bilingual language instruction should match the natural social context of the student, showing that the better a child masters language in general, the better that child performs academics in English. The digest concludes with five recommendations for teachers who wish to give rewarding instruction to bilingual and Spanish monolingual students. This digest includes 10 references. (TES)

ED 321 964 RC 017 841
Lutz, Frank W.
Trends and Options in the Reorganization or Closure of Small or Rural Schools and Districts. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-11
Pub Date—Sep 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Consolidated Schools, Cost Effectiveness, Educational Equity (Finance), Educational Policy, Educational Trends, Elementary Secondary Education, *Policy Formation, Rural Education, Rural Schools, Rural Urban Differences, *School District Reorganization, *School Effectiveness, *School Size, *Small Schools, State Action
Identifiers—ERIC Digests

This ERIC digest examines the slowed pace of school district reorganization since 1970 and the expanded role of state education agencies (SEAs). It also reports trends that influence consideration of various reorganization forms and considers the framework in which future policy options may take shape. The decades from 1940 to 1970 show the largest declines in the number of U.S. school districts, largely attributable to the reorganization of small and rural districts. Still, in 1987-88, approximately 53% of all schools were located in nonmetropolitan areas. The slowed pace of school-district reorganization since 1970 seems not to be caused by any reduction in the power of the various SEAs. Several trends, in fact, suggest that the influence of SEAs may be increasing in rural areas. Other trends that influence school-district reorganization include: (1) litigation over fiscal equality; (2) problems in reaching consensus on what adequate support for education might be; and (3) research findings that indicate possible negative effects of large scale organizational units on learning, especially for at-risk students. Education reform in the 1980s has reflected a national, often urban-based consensus. Rural and small schools, especially in impoverished areas, are more likely to be judged "inefficient" than large urban ones. Research suggests, however, that what happens in the classroom is still the ultimate measure of the effectiveness of school-reform. Small-scale reorganization has shown potential for positive educational results. Policymakers continue to face the task of balancing small schools' higher costs with the advantages they offer, especially for at-risk students. (TES)

ED 321 965 RC 017 854
Kleinfeld, Judith
The Case Method in Teacher Education: Alaskan Models. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-6
Pub Date—Jun 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Case Studies, Instructional Effectiveness, *Instructional Innovation, *Instructional Materials, *Methods Research, Rural Education, *Teacher Education, Teacher Educator Education, Teacher Improvement, Teaching Methods
Identifiers—Alaska, ERIC Digests

This ERIC digest discusses the theoretical basis of case teaching and examines its strengths and limitations as a tool for teacher education. Case teaching presents authentic, concrete teaching problems for students to analyze. The study of a classroom fight, for example, might draw discussion of racial, ethical, political, and other community issues, as students consider questions faced by teachers and administrators in such situations. The case method has long been used in professional training for business, law, and medicine, but has only recently been explored in the preparation of teachers. Case method teaching provides vicarious experience of a variety of concrete cases, sharpening students' understanding of the profession. It offers models of how to think professionally about problems, and enhances teachers' ability to learn from their own experiences. The case method also illuminates human exchanges that are often the core of teaching problems, increases students' repertoire of educational strategies, and helps students learn to spot issues early. Case method teaching is, however, not a systematic means of teaching, nor do cases give students actual practice in pedagogical skills. Some faculty find it hard to locate good case-teaching materials or fear that classes can degenerate into pointless exchanges of personal opinions. The document lists sources for cases and provides pointers on instruction. It encourages teacher educators to develop their own cases that fit into a particular educational context such as an ethnic community or a rural small school. The document also includes sources of Alaska cases developed by rural educators. (TES)

ED 321 966 RC 017 855
Ferrell, Susan
Adult Literacy Programs in Rural Areas. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-70
Pub Date—Jun 90

Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, *Adult Reading Programs, Economic Development, Educational Objectives, *Educational Strategies, Functional Literacy, High School Equivalency Programs, Literacy Education, Program Effectiveness, Rural Areas, Rural Development, *Rural Education
Identifiers—Equality (Social), ERIC Digests
This ERIC digest examines states' goals of rural literacy programs and the types of programs that have proven effective in the past. It includes several definitions of literacy applied by effective rural literacy programs. It also examines the conditions that support or limit widespread influence of effective programs in rural areas. The level of concern about adult literacy in rural areas varies with economic, social, and political differences. Literacy programs vary with the definitions of literacy those areas adopt. Goals for adult literacy programs may include promoting economic productivity, increasing social equity, or stimulating political change. Competency-based programs generally define literacy as the minimum skill required for a high school diploma. Volunteer programs serve adults whose reading achievement is below the fourth-grade level. Community-oriented programs help adults determine their own reading needs. Some U.S. rural literacy projects offer a single service while others offer more, such as tutors, learning centers, and independent-study projects. A scarcity of available funding often limits rural literacy programs. Moreover, the goal of many programs, that of improving the rural economy, can pose a potential threat to program effectiveness. If the expected economic benefits fail to develop, programs can lose the support of external funding sources. Nevertheless, rural literacy programs manage to persist and to succeed for many reasons, among them the involvement of the community in program development, promotion, and evaluation. (TES)

ED 321 967 RC 017 856
Hartshorn, Robert Boren, Sue
Experiential Learning of Mathematics: Using Manipulatives. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-5
Pub Date—Jun 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, Elementary Secondary Education, *Experiential Learning, Information Sources, *Instructional Effectiveness, *Manipulative Materials, *Mathematics Instruction, *Methods Research, Object Manipulation, State Aid
Identifiers—Activity Based Curriculum, ERIC Digests
This ERIC digest examines recent research about the use of manipulatives to teach mathematics. "Manipulatives" refers to objects that can be touched and moved by students to introduce or reinforce a mathematical concept. The digest also speculates on some of the challenges affecting future use of manipulatives. Since the 19th century, educators have advocated the active involvement of children in learning. Research suggests that manipulatives are particularly useful in helping children move from the concrete to the abstract level. Building the bridge between these levels, however, requires careful structuring of manipulatives by the teacher. Studies indicate that manipulatives can be effective when used properly. Issues relating to the implementation and success of manipulatives include the availability of manipulatives, the period of students' exposure to manipulatives, and teachers' experience and training. Two influences will probably affect the use of manipulatives in the future: schools' efforts to conform to the "Curriculum and Evaluation Standards for School Mathematics" and the commitment of state resources to transform theory into practice. Some state and local initiatives have mandated the implementation of manipulatives through policy, law, or curriculum documents. Among the states that mandate or encourage manipulative use are California, North Carolina, Tennessee, and Texas. The document concludes that further research is needed to shed more light on the effectiveness of manipulatives in both elementary and secondary schools. The document includes 10 references. (TES)

ED 321 968 RC 017 857
Pepper, Floy C.
Unbiased Teaching about American Indians and Alaska Natives in Elementary Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-8
Pub Date—Jun 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alaska Natives, American Indian History, American Indians, *American Indian Studies, *Curriculum Development, *Curriculum Problems, *Elementary Education, Eskimos, *Ethnic Bias, *Ethnic Stereotypes, Federal Indian Relationship, Information Sources, Instructional Improvement
Identifiers—ERIC Digests
This ERIC digest gives elementary school teachers realistic information about American Indians and Alaska Natives and identifies some of the common myths based on ethnic bias. Bias against Indians is often the result of inaccurate information. Stylized classroom accounts of Indian life reinforce "buckskin-and- feather" or "Eskimo and igloo" stereotypes. Indians who defended their homelands from invaders have been portrayed as enemies of progress, barriers to frontier settlement, and, more recently, a "social problem" draining national resources. Teachers can be victims of the instructional materials they count on, and so they should become consciously aware of the processes by which they choose such materials. In recent years, American Indians have recognized their right to insist upon accurate and unbiased accounts of their own history and culture and more and more educators are realizing that this right extends to all students. Myths about native peoples are commonplace, occurring in history, law, sociology and economics. Many people believe, for example, that American Indians share a common language and culture, when there are actually more than 300 officially recognized tribes, distinct in many ways including language. Other examples of myths about Indians include the "first Thanksgiving" stories that were created in the 1890s to promote the "melting pot" theory of American social progress. Instead of repeating such myths, teaches should encourage classroom discussion of real and current Indian issues (such as land and fishing rights) as a means of teaching American Indian history and establishing Native Americans as a people. This document includes 10 references and a 4-item annotated list of essential resources. (TES)

SE

ED 309 921 SE 050 510
Staver, John R. And Others
A Summary of Research in Science Education--1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062006
Note—163p.; For 1986 summary, see ED 292 607.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—College Science, *Curriculum, Educational Research, Elementary School Science, Elementary Secondary Education, Higher Education, *Literature Reviews, *Research and Development, Science Education, *Science Instruction, Secondary School Science, Teacher Attitudes, *Teachers
Identifiers—*Science Education Research
This volume presents a compilation and review of more than 400 research efforts reported in 1987, organized in such a way that studies on related topics are easy to access by practitioners or researchers. The document is organized around four major sections that reflect the process of teaching, learning, and schooling including: (1) "Learners and Learning"; (2) "Teachers and Teaching"; (3) "Curriculum and Instruction"; and (4) "Context and Settings." Each major section begins with an overview of the research summarized and a context for review, and ends with a reference list appropriate to that section. A discussion of the significance of the studies and implications for practice and future research is included in each major section. (CW)

ED 319 628 SE 051 444
Howe, Robert W. Warren, Charles R.
Accountability in Mathematics Education. ERIC/-SMEAC Mathematics Digest No. 3, 1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-88-7
Pub Date—88
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, *Elementary School Mathematics, Elementary Secondary Education, Evaluation Criteria, Mathematics Achievement, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Outcomes of Education, Performance, *Program Effectiveness, School Effectiveness, *Secondary School Mathematics
This digest provides information on determining the effectiveness of school mathematics programs. The purposes for developing accountability programs and characteristics of good mathematics programs are listed. State goals and objectives and standards developed by the National Council of Teachers of Mathematics have furthered the production of materials useful in the development of school goals and objectives. Data on several variables should be collected, including curriculum, instruction, and student learning, to determine the effectiveness of the program. Processes for using collected data are considered. Thirteen references are listed. (YP)

ED 319 629 SE 051 447
Disinger, John F. And Others
Recent Developments in College Level Environmental Studies Courses and Programs. ERIC/-SMEAC Environmental Education Digest No. 2, 1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-88-10
Pub Date—88
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Programs, College Science, Curriculum, *Educational Trends, *Environmental Education, *Higher Education, *Program Improvement, *Science and Society
This digest identifies characteristics of successful higher education programs in environmental studies

and trends in environmental studies programs and courses. Characteristics of programs that have continued for the past two decades are listed. Some of the variables associated with programs that have not continued are identified. Recent trends related to the programs in environmental studies include: (1) an increase in the number of courses including environmental concerns; (2) a small increase in the number of general education courses with emphasis on environment; (3) an increase of internships and research experiences; (4) an increase in the number of technically-oriented programs; (5) an increase in course offerings for adult education and post-degree training; and (6) development of courses related to science/technology/society. Seven references are listed. (YP)

ED 319 630 SE 051 465

Suydam, Marilyn N.

Curriculum and Evaluation Standards for Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1, 1990.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-90-28

Pub Date—90

Contract—RI88062006

Note—4p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).

Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Guides, *Elementary School Mathematics, Elementary Secondary Education, *Evaluation Criteria, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Mathematics Tests, *Secondary School Mathematics

Identifiers—*National Council of Teachers of Mathematics

This digest reviews the National Council of Teachers of Mathematics' "Curriculum and Evaluation Standards for School Mathematics." Topics summarized are: (1) rationale; (2) underlying assumptions; (3) five goals for students; (4) framework for curriculum; (5) standards for each grade cluster; (6) standards for general assessment, student assessment, and program evaluation; (7) suggested change in mathematics instruction; and (8) steps for implementation. Ten references are listed. (YP)

ED 320 758 SE 051 441

Howe, Robert W. Warren, Charles R.

Recent Developments in College Science Programs and Courses. ERIC/SMEAC Science Education Digest No. 4.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-90-4

Pub Date—88

Contract—RI88062006

Note—4p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Curriculum, *College Science, Course Content, *Educational Improvement, *Educational Trends, *Engineering Education, Higher Education, Program Descriptions, *Science Curriculum, Science Education, Two Year Colleges, Universities

Identifiers—ERIC Digests

Due to data released in several reports in recent years, concern has been growing regarding the status of undergraduate science in two-year colleges, four-year colleges, and universities. Recommendations of reports on this topic are summarized. Types of programs and activities that have been developed with precollege schools and students; current developments in college science programs, courses, and materials for science and engineering majors; and current developments in college science programs, courses, and materials for non-science majors are discussed. Listed are the addresses of seven sources of information on developments in science and engineering at the postsecondary level. Twelve selected references are presented. (CW)

ED 320 759 SE 051 446

Howe, Robert W. Disinger, John F.

Teaching Environmental Education Using Out-of-School Settings and Mass Media. ERIC/SMEAC Environmental Education Digest No. 1, 1988.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-90-9

Pub Date—88

Contract—RI88062006

Note—4p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary School Science, Elementary Secondary Education, *Environmental Education, Field Studies, *Museums, *Nonformal Education, *Organizations (Groups), *Outdoor Education, Postsecondary Education, Science Education, Secondary School Science, *Teaching Methods, Zoos

Identifiers—ERIC Digests

Research related to environmental education has consistently indicated that many students and young adults attribute a large amount of their knowledge of environmental concepts, problems, and issues to out-of-school (non-formal) educational settings and experiences. Data also indicate that students and young adults attribute much of their attitudes and values to similar experiences. This digest discusses out-of-school settings and experiences related to environmental education; effective strategies for teaching concepts; issue awareness in out-of-school environmental education; and trends in out-of-school environmental education. A list of ten selected references is included. (CW)

ED 320 760 SE 051 448

Howe, Robert W.

Linking Environmental Education with Environmental and Health Hazards in the Home. ERIC/SMEAC Environmental Education Digest No. 3, 1988.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-90-11

Pub Date—88

Contract—RI88062006

Note—4p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Environmental Education, *Environmental Influences, Environmental Standards, *Family Environment, *Hazardous Materials, *Pollution, Postsecondary Education, Public Health, Science Education, Secondary School Science, *Waste Disposal, Wastes

Identifiers—ERIC Digests

During the past several years, interest, concern, and action related to environmental problems have increased. Among the problems creating the concern have been materials that can cause pollution and biological damage in and near the home and the disposal of materials used in the home. Discussed in this digest are the reduction of problems related to hazardous and toxic materials in the home; student and parent awareness of hazardous and toxic materials found in the home and regulations concerning those materials; environmental decisions regarding home purchase and the correction of environmental problems in a family's current home, and the addition of information regarding hazardous and toxic materials to the school curriculum. Several good sources of information on the subject are recommended. A list of 12 references is included. (CW)

ED 320 761 SE 051 449

Howe, Robert W. Disinger, John F.

Environmental Education that Makes a Difference–Knowledge to Behavior Changes. ERIC/-SMEAC Environmental Education Digest No. 4, 1988.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-90-12

Pub Date—88

Contract—RI88062006

Note—4p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, *Behavior Change, Concept Formation, *Curriculum, *Educational Improvement, Elementary School Science, *Elementary Secondary Education, *Environmental Education, Program Descriptions, Secondary School Science, *Teaching Methods

Identifiers—ERIC Digests

Goals and objectives of many state and local environmental education programs have included developing students with knowledge, skills, positive attitudes and motivation to take action, to prevent and to resolve environmental problems. This digest describes variables involved in developing responsible environmental behavior and some teaching approaches and materials that have been effective in achieving this goal. Implications for educators are discussed. A list of 13 selected references is included. (CW)

ED 320 762 SE 051 450

Helgeson, Stanley L. Howe, Robert W.

Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Science. ERIC/SMEAC Science Education Digest No. 1, 1989.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-90-13

Pub Date—89

Contract—RI88062006

Note—5p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Demonstration Programs, *Educational Improvement, Elementary Education, *Elementary School Science, Information Centers, *Information Sources, Instructional Materials, *Organizations (Groups), Science Education, *Science Materials, Teaching Methods

Identifiers—ERIC Digests

Many school staff and their client communities are concerned about pupil achievement, skills, and attitudes related to science. To respond to these concerns, staff need to determine how they can improve their science programs by modifying the content and skills emphasized in the curriculum, changing and supplementing instructional materials, changing instructional approaches, and changing the use of technology. This digest discusses publications and sources of information on exemplary programs from several states and national organizations. Highlighted are efforts of the National Diffusion Network (NDN), the National Science Foundation (NSF), the Educational Products Information Exchange (EPIE), Regional Educational Laboratories, The Educational Resources Information Center (ERIC), the COSMOS Corporation, the Department of Education, and the National Science Teachers Association (NSTA). A list of information sources and 14 references are included. (CW)

ED 320 763 SE 051 451
Helgeson, Stanley L. Howe, Robert W.
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Science. ERIC/SMEAC Science Education Digest No. 2, 1989.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-14
Pub Date—89
Contract—RI88062006
Note—5p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demonstration Programs, *Educational Improvement, Elementary Education, Information Centers, *Information Sources, Instructional Materials, *Organizations (Groups), Science Education, *Science Materials, *Secondary School Science, Teaching Methods
Identifiers—ERIC Digests
Many school staff and their client communities are concerned about student achievement, skills, and attitudes related to science. To respond to these concerns, staff need to determine how they can improve their science programs by modifying the content and skills emphasized in the curriculum, changing and supplementing instructional materials, changing instructional approaches, and changing the use of technology. This digest discusses publications and sources of information on exemplary programs from several states and national organizations. Highlighted are efforts of the National Diffusion Network (NDN), the National Science Foundation (NSF), the Educational Products Information Exchange (EPIE), Regional Educational Laboratories, The Educational Resources Information Center (ERIC), the COSMOS Corporation, the Department of Education, and the National Science Teachers Association (NSTA). A list of information sources and 18 references are included. (CW)

ED 320 764 SE 051 453
Blosser, Patricia E.
The Impact of Educational Reform on Science Education. ERIC/SMEAC Science Education Digest, No. 4.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-16
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Change, *Elementary School Science, Elementary Secondary Education, *Graduation Requirements, *Science Curriculum, Science Education, *Science Tests, *Secondary School Science
Identifiers—ERIC Digests
This digest focuses on the impact of the educational reform movement on science education. Topics reviewed are: (1) "What is the message of educational reform?"; (2) "What changes have occurred?" listing increasing graduation requirements and lengthening schooling; (3) "Have educational reform efforts improved education?" reporting the recoveries of achievement scores and the lack of change in teaching methods; and (4) "What are some recommended actions?" suggesting focusing attention on middle school and low-achieving students, and designing an indicator system to track the reform. Fourteen references are listed. (YP)

ED 320 765 SE 051 468
Disinger, John F.
Environmental Education for a Sustainable Future. ERIC/SMEAC Environmental Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-31
Pub Date—90
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum, Elementary School Science, Elementary Secondary Education, *Environmental Education, Higher Education, *Science and Society, Science Curriculum
Identifiers—ERIC Digests
This digest discusses the inclusion of "sustainability" concept in environmental education. Topics included are: (1) definiton of sustainability; (2) inclusion of the concept in the curriculum using interdisciplinary approaches; and (3) a list of instructional materials containing the concept at the elementary, secondary, and college levels. Seventeen references are listed. (YP)

ED 321 969 SE 051 296
Koballa, Thomas R., Jr. And Others
A Summary of Research in Science Education–1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062006
Note—167p.; For 1987 summary see ED 309 921.
Available from—SMEAC Information Reference Center, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($12.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Academic Achievement, Cognitive Development, College Science, Computer Uses in Education, Educational Research, Educational Technology, Elementary School Science, Elementary Secondary Education, Epistemology, Higher Education, Literature Reviews, Problem Solving, Program Evaluation, *Research and Development, Science Education, *Science Instruction, Scientific Concepts, Secondary School Science, Sex Differences, Student Attitudes, Teacher Attitudes, Teacher Education
Identifiers—*Science Education Research
This volume presents a compilation and review of more than 400 research studies on science teaching and the preparation of science teachers that were reported in 1988, organized into 10 sections. The sections are: (1) "Professional Concerns"; (2) "Teacher Education"; (3) "Programs"; (4) "Curriculum"; (5) "Instruction"; (6) "Conceptual Development"; (7) "Problem Solving"; (8) "Achievement"; (9) "Attitude"; and (10) "Epistemology." Each major section begins with an overview of the research summarized in the section and a context for review, and ends with an invited commentary on the impact and implications of the research presented in that section. A master bibliography is appended. (CW)

ED 321 970 SE 051 442
Kasten, Margaret And Others
The Role of Calculus in College Mathematics. ERIC/SMEAC Mathematics Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-5
Pub Date—88
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area, $3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Calculus, *College Mathematics, *Curriculum Development, *Educational Trends, Higher Education, *Mathematics Curriculum, Mathematics Education, Teaching Methods
Identifiers—ERIC Digests
Calculus has become the center of a heated debate within the mathematics community. There are those who question the very centrality of calculus in the mathematics curriculum. Evidence indicates that many current calculus courses are not serving students well. In addition, computers and advanced calculators can now do many of the manipulations that students learn in calculus. Discussed in this digest are: the status of calculus in high school mathematics; enrollment and success patterns in college calculus; the calculus needs of various college majors; calculus teaching methods in colleges and universities; and curriculum development support from the National Science Foundation. A list of 11 references is included. (CW)

ED 321 971 SE 051 443
Kasten, Margaret Howe, Robert W.
Students at Risk in Mathematics: Implications for Elementary Schools. ERIC/SMEAC Mathematics Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-88-6
Pub Date—88
Contract—RI88062006
Note—5p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and field of study, $3.00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dropout Prevention, Dropouts, Elementary Education, *Elementary School Mathematics, *High Risk Students, *Mathematics Achievement, Mathematics Education, Mathematics Skills, Minority Groups, *Potential Dropouts
Identifiers—ERIC Digests
Two groups of students at risk of not developing adequate mathematical knowledge and skills are (1) the "typical or usual" and (2) "the nominal mathematics students"–those who do not achieve at a satisfactory level in mathematics and/or do not enroll in mathematics courses beyond typical required courses. This digest provides information for preventing and reducing the problems related to at-risk students. Included are: (1) descriptions of the potential dropout and of the nominal mathematics student; (2) a summary of at-risk students; and (3) an outline of ways to reduce the number of mathematically at-risk students. This section lists some variables associated with elementary school mathematics programs which in various combinations tend to produce a lower percentage of dropouts and a lower percentage of nominal mathematics students. Seventeen references are listed. (YP)

ED 321 972 SE 051 452
Howe, Robert W. Warren, Charles R.
Resources for Educational Materials Related to Science Education, K-12. ERIC/SMEAC Science Education Digest No. 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-15
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area, $3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, Computer Software, Educational Trends, *Elementary School Science, Elementary Secondary Education, Instructional Materials, *Resource Materials, Science Curriculum, *Science Education, *Science Materials, *Secondary School Science
Identifiers—ERIC Digests
This digest identifies selected sources of materials for science education. Included are: the Educational Resources Information Center; the American Association for the Advancement of Science; the National Science Resources Center; the National Science Teachers Association; and publications produced by the California State Department of Education. Also identified are references and reviews of print, audiovisual, and computer software materials; PSI-NET; sources of research and report information; local and state sources; and professional associations. Five sources of science education information and nine references are listed. (CW)

ED 321 973 SE 051 454
Howe, Robert W. Suydam, Marilyn N.
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Mathematics. ERIC/SMEAC Mathematics Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-17
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demonstration Programs, *Educational Improvement, Educational Trends, Elementary Education, *Elementary School Mathematics, *Information Sources, *Mathematics Curriculum, Mathematics Education, *Organizations (Groups), Teaching Methods
Identifiers—ERIC Digests
Many school staff and their client communities are concerned about pupil achievement, skills, and attitudes related to mathematics. To respond to these concerns, staff need to determine how they can improve their elementary mathematics programs by modifying the content and skills emphasized in the curriculum, changing and supplementing instructional approaches, and changing the use of technology. In this digest, sources of curricular frameworks, sources of information on materials and programs which have evaluation data, and sources of information on promising programs and materials are discussed. Highlighted are the National Diffusion Network and the National Science Foundation. A list of four selected information sources with addresses is included. Eleven references are listed. (CW)

ED 321 974 SE 051 455
Helgeson, Stanley L. And Others
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Mathematics. ERIC/SMEAC Mathematics Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-18
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demonstration Programs, *Educational Improvement, Educational Trends, *Information Sources, *Mathematics Curriculum, Mathematics Education, *Organizations (Groups), Secondary Education, *Secondary School Mathematics, Teaching Methods
Identifiers—ERIC Digests
Many school staff and their client communities are concerned about pupil achievement, skills, and attitudes related to mathematics. To respond to these concerns, staff need to determine how they can improve their secondary mathematics programs by modifying the content and skills emphasized in the curriculum, changing and supplementing instructional approaches, and changing the use of technology. In this digest, sources of curricular frameworks, sources of information on materials and programs which have evaluation data, and sources of information on promising programs and materials are discussed. Highlighted are the National Diffusion Network and the National Science Foundation. A list of four selected information sources with addresses is included. Eleven references are listed. (CW)

ED 321 975 SE 051 460
Howe, Robert W.
Sources of Information about Promising and Exemplary Programs and Materials for Elementary and Secondary Environmental Education. ERIC/SMEAC Environmental Education Digest No. 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-23
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area, $3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Conservation Education, *Educational Improvement, Educational Trends, Elementary School Science, *Elementary Secondary Education, *Environmental Education, *Information Sources, *Organizations (Groups), Secondary School Science, Teaching Methods
Identifiers—ERIC Digests
Many school staff and their client communities are concerned about pupil achievement, skills, and attitudes related to the environment. To respond to these concerns, staff need to determine how they can improve their environmental education programs by modifying the content and skills emphasized in the curriculum, and supplementing instructional approaches. In this digest, sources of curricular frameworks, sources of information on materials and programs which have evaluation data, and sources of information on promising programs and materials are discussed. A list of 10 selected information sources with addresses is included. Seven references are listed. (CW)

ED 321 976 SE 051 461
Howe, Robert W. Disinger, John F.
Resources for Educational Materials Related to Environmental Education, K-12. ERIC/SMEAC Environmental Education Digest No. 4.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-24
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area, $3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, Computer Software, Educational Trends, Elementary Secondary Education, *Environmental Education, Information Sources, *Instructional Materials, *Resource Materials, Science Education
Identifiers—ERIC Digests
This digest identifies selected sources of materials for environmental education. Included are: the Educational Resources Information Center; the United States Environmental Protection Agency; the Public Broadcasting System; the National Wildlife Federation; and the National Science Teachers Association. References and reviews of print, audiovisual, and computer software materials; Eco-NET; sources of technical information on the environment; local and state sources; and professional associations are discussed. Ten sources of environmental education information and six references are listed. (CW)

ED 321 977 SE 051 462
Blosser, Patricia E.
Procedures To Increase the Entry of Women in Science-Related Careers. ERIC/SMEAC Science Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-25
Pub Date—90
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set by year and content area, $3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Educational Trends, Elementary School Mathematics, *Elementary School Science, Elementary Secondary Education, *Females, *Intervention, Junior High Schools, Mathematics Education, Middle Schools, *Science Careers, Science Education, Secondary School Mathematics, *Secondary School Science, Student Attitudes, Student Participation
Identifiers—ERIC Digests
Girls and boys start off equal in mathematics and science performance and interest in school. They appear to do equally well in both subjects in elementary school. Once courses become optional in secondary school, the down hill spiral in enrollment of female students in mathematics and physical science begins, accompanied by decreases in achievement and interest. This means that women are inadequately prepared for most college majors as well as those in technical fields. The findings of research, improvements in the situation, and intervention strategies to help increase girls' participation in science are discussed. Several resources for the identification of intervention programs are listed including four national networks of women in science and engineering. A list of 12 references is provided. (CW)

SO

ED 313 270 SO 019 746
Patrick, John J.
Schools and Civic Values. ERIC Trends/Issues Paper No. 2.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Social Studies Development Center, Bloomington, Ind.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—RI88062009
Note—21p.; Also presented to the international conference on "The Development of Civic Responsibility Among Youth" (Urbino, Italy, October 8-15, 1988) under the title "The Effects of School and Society on Civic Values and Behavior of American Youth."
Available from—Publications Manager, Social Studies Development Center, Indiana University, 2805 East Tenth St., Bloomington, IN 47408 ($3.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitudes, *Citizenship Education, *Citizenship Responsibility, Community Responsibility, Elementary Secondary Education, *Schools, Social Agencies, *Values Education, Youth
Identifiers—Society
In this paper, the questions of whether or not the transmission of common civic values and commitments to society should be a major goal of U.S. schools is considered. The effects of classroom, school, and society on civic values and attitudes are addressed in terms of: (1) the curriculum and classroom instruction; (2) school structures and climates; and (3) teaching and learning. The paper concludes

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that: (1) civic education in schools should emphasize constitutional democracy's core values; (2) U.S. citizens tend to be disappointed in the lack of responsible citizenship exemplified by the nation's youth; (3) interested persons tend to debate how the schools, in concert with other social agencies, can affect U.S. youths' character and citizenship education; and (4) U.S. citizens agree that education for responsible citizenship can be improved through an increased focus on school and societal agents. Thirty-four footnotes and a selective bibliography of ERIC resources is included. (JHP)

ED 316 489 SO 020 684
Leming, Robert S. Peach, Lucinda J.
Guide to Resources in Law-Related Education.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Indiana Univ., Bloomington. Social Studies Development Center.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-09-2
Pub Date—90
Contract—RI88062009
Note—80p.
Pub Type— Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, Audiovisual Aids, Audiovisual Instruction, Citizenship Education, Computer Software, *Educational Resources, Elementary Secondary Education, Human Resources, Instructional Materials, *Law Related Education, Organizations (Groups), Resource Materials
Identifiers—Mock Trials
In an effort to acquaint educators in social studies with resources in law-related education, this resource guide lists national and state organizations and coordinators and materials available through those organizations as well as those from various publishers and the ERIC database. Selected teaching and learning materials in various media are highlighted: books, curriculum packages, computer software, and video programs. Price and ordering information are provided, an indication of appropriate grade level is given, and short annotations give an idea of the content of the materials. A list of publishers and distributors of these materials is included at the end of the document. (JB)

ED 319 651 SO 020 822
Prior, Warren R.
Teaching about Australia. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-1
Pub Date—Feb 90
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Area Studies, Comparative Analysis, Cultural Awareness, Cultural Differences, *Curriculum Enrichment, *Educational Strategies, Elementary Secondary Education, Foreign Countries, Global Approach, *Social Studies
Identifiers—*Australia, ERIC Digests
Many reasons can be offered for teaching about Australia. The field of Australian studies offers many opportunities for U.S. teachers and students to critically analyze aspects of their own culture, for there are many experiences in the history of Australia that parallel the U.S. experience. Australia and the United States have strong ongoing economic, social, and political ties. A study of Australia reveals interesting interactions between an extremely old geological landscape and the evolution of its unique fauna and flora. The Aboriginal people in Australia have possibly the oldest indigenous culture still operating. Teaching about Australia can profitably be included in the curriculum from kindergarten to 12th grade as part of a global perspective in social studies education. Teachers can begin with basic geography lessons to locate Australia on a world map, noting its size, major geographic features, climatic zones, demographic distribution, location of major cities, and state borders. A historical perspective can be used to enhance understanding of different cultures in Australia. The use of a range of Australian literature, art, films, and visual and oral primary source materials can be a useful entry into an understanding of the values and assumptions underlying Australian culture. A study of issues facing Australia today can enhance students' inquiry skills and enable them to form generalizations that may be useful in explaining issues facing the United States. A 16-item bibliography is included. (JB)

ED 319 652 SO 020 823
Holt, Evelyn R.
"Remember the Ladies"–Women in the Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-2
Pub Date—Mar 90
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, *Educational Strategies, Elementary School Curriculum, Elementary Secondary Education, *Females, Feminism, Secondary School Curriculum, Sex Bias, Sex Stereotypes, *Social Studies, United States History, Womens Studies
Identifiers—ERIC Digests
Three questions are addressed in this document: (1) How have women been treated in social studies textbooks and curricula? (2) What are some strategies for including women in social studies? (3) What resources are recommended for teachers and students? Textbook studies of the 1970s revealed limited coverage of women in the social studies, and the few references to women conveyed negative stereotypes rather than balanced and realistic portrayals of changing roles in modern society. Coverage of women in textbooks increased in the 1980s, but neither the quality nor quantity of these treatments was adequate. Suggestions offered for integrating women in the curriculum are: (1) In economics, study the inequalities of income distribution and investigate why these inequalities exist in society. (2) In sociology, examine charges of sex discrimination in the United States and what these charges are based upon. (3) Political science classes can research significant court cases that have influenced women's rights in this country. (4) Geography, world history, and world studies can involve the analysis of the status of women in other countries and at other times. Resources are available at the international, national, state, and local levels. Several are noted, along with their areas of interest and addresses. A 10-item bibliography is included. (JB)

ED 322 021 SO 020 890
Patrick, John J.
Social Studies Curriculum Reform Reports. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-3
Pub Date—Apr 90
Contract—RI88062009
Note—4p.
Available from—Publications Manager, ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Curriculum Problems, *Educational Change, Educational Resources, *Elementary School Curriculum, Elementary Secondary Education, Geography, History, *Secondary School Curriculum, *Social Studies
Identifiers—1980s, ERIC Digests
The 1980s were years of concern about the curricula in elementary and secondary schools. Throughout the decade educators in the social studies, as well as in other fields of knowledge, formed curriculum study groups to assess the status quo and to recommend improvements in widely distributed reports. This ERIC Digest examines: (1) four social studies curriculum reform reports of 1989; (2) the treatment of geography and history in these reports; (3) challenges to the expanding environments curriculum; and (4) implementation of recommendations for curriculum reform. (Author)

ED 322 022 SO 020 891
Graves, Ginny
Teaching about the Built Environment. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-4
Pub Date—May 90
Contract—RI88062009
Note—4p.
Available from—Publications Manager, ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Architecture, *Built Environment, Community Characteristics, *Curriculum Development, Elementary Secondary Education, Environmental Influences, *Heritage Education, Instructional Materials, Physical Environment, *Social Studies, Teacher Education
Identifiers—American Institute of Architects, ERIC Digests
Critical thinking, responsible citizenship, cultural literacy, social relevancy; these concerns of educators in the social studies can be addressed through teaching and learning about the built environment. The tangible structures that humans have created (bridges, houses, factories, farms, monuments) constitute the built environment. Objects in the built environment can be used to enhance teaching and learning in core subjects of the social studies (history, geography, civics, and economics). This digest discusses: (1) what built environment education is; (2) why it belongs in the school curriculum; (3) how to connect it to the social studies; (4) how to initiate successful programs on it in schools; and (5) model programs and resources for teachers. (Author)

ED 322 023 SO 020 892
Gaunt, Philip
Teaching about Western Europe. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-5
Pub Date—Jun 90
Contract—RI88062009
Note—4p.
Available from—Publications Manager, ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cross Cultural Studies, Current Events, *Curriculum Development, Elementary Secondary Education, *Foreign Countries, Global Approach, *Instructional Materials, International Studies, Social Change, *Social Studies, Student Educational Objectives, *Teaching Methods, *World Affairs
Identifiers—ERIC Digests, *Europe (West), European Community, European Economic Community
Recent historical events have made it increasingly important to strengthen the study of Western Europe in U.S. schools. With full integration of the European Community after 1992, with the unification of the two Germanys, and with the newly democratic states of the old Soviet bloc seeking some form of association with the European Economic Community, Western Europe will inevitably continue to affect our lives in significant ways. And yet the speed and complexity of the changes that are

taking place make it difficult for educators to gain access to recent relevant information and to develop coherent teaching programs about Western European affairs. This ERIC Digest (1) discusses why students should learn about Western Europe; (2) suggests where Western European studies belong in the curriculum; (3) outlines strategies for teaching the subject; and (4) lists a selection of key sources of information. (Author/DB)

ED 322 080 SO 030 135
Hickey, M. Gail Braun, Patty
Social Studies and the Disabled Reader. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-6
Pub Date—Jul 90
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Disabilities, Educational Resources, Elementary Secondary Education, *Learning Disabilities, Learning Strategies, Mainstreaming, Reading Ability, *Reading Instruction, *Social Studies, *Special Needs Students, Student Needs, Teaching Guides, Teaching Methods
Identifiers—ERIC Digests
As a result of federal legislation, the effects of mainstreaming of special needs students are being felt now more than ever. Regular classroom teachers are responsible for much of the instruction for special needs students, even though they may lack necessary training in effective teaching techniques. Teachers of social studies may feel especially unprepared to deal with the needs of the disabled reader. This digest provides teachers with information and resources for differentiating social studies instruction for students with reading difficulties. Three questions are addressed: (1) Who is the disabled reader? (2) What are the special needs of disabled readers? and (3) What strategies can be used to teach social studies to disabled readers? (DB)

ED 322 081 SO 030 136
Stoltman, Joseph P.
Geography Education for Citizenship.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Social Science Education Consortium, Inc., Boulder, Colo.; Social Studies Development Center, Bloomington, Ind.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89994-329-2
Pub Date—90
Contract—RI88062009
Note—102p.
Available from—Publications Manager, Social Studies Development Center, Indiana University, 2805 E. 10th Street, Bloomington, IN 47408-2698.
Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Citizenship, *Citizenship Education, Competence, *Curriculum Development, Elementary School Curriculum, Elementary Secondary Education, Geography, *Geography Instruction, Secondary School Curriculum, Social Studies, State Curriculum Guides, Student Educational Objectives
Through its approach to knowledge and issues, geography education makes a significant contribution to the development of citizenship and citizenship competencies. The ways that geography education has contributed to citizenship education as the two have developed during this century are examined. It is argued that students who study geography should develop competencies in three areas: (1) literacy in the subject matter of geography; (2) the ability to apply geography, its fundamental themes, skills, and perspectives to a wide range of political, economic, social, and environmental issues; and (3) knowledge to help students actively participate as citizens in their local communities, the nation, and the world. Each of the seven chapters concludes with a list of references. (DB)

ED 322 083 SO 030 251
Patrick, John J. And Others
James Madison and "The Federalist Papers."
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Center for America's Founding Documents, Boston, MA.; National Trust for Historic Preservation, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-11-4
Pub Date—90
Contract—RI88062009
Grant—R123B80011
Note—187p.
Available from—Publications Manager, ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth Street, Bloomington, IN 47408.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Citizenship Education, *Constitutional History, Constitutional Law, Instructional Materials, Learning Activities, Political Issues, Political Science, Secondary Education, Social Studies, Teaching Methods, *United States History
Identifiers—*Federalist Papers, *Madison (James)
A collection of resources for high school history and government teachers and their students, this volume treats core ideas on constitutional government in the United States. James Madison's ideas as found in "The Federalist Papers" are examined in conjunction with their counterpoints in essays of the Anti-Federalists. This volume contains three main sections. Part 1 includes three papers that provide background information and ideas for teachers, "The Federalist Papers in the Curriculum" (John J. Patrick); "James Madison and the Founding of the Republic" (A. E. Dick Howard); and "The Constitutional Thought of the Anti-Federalists" (Murray Dry). Part 2 of the volume includes six lesson sets for high school students of U.S. history or government. Each lesson set consists of a teaching plan and accompanying lessons for students. Part 3 contains 13 primary documents: 7 papers by Madison in "The Federalist" and 6 papers by leading Anti-Federalists. A selected annotated bibliography (Earl P. Bell) provides teachers and students with additional information on Madison and "The Federalist Papers." (DB)

SP

ED 310 112 SP 031 484
Schweitzer, Cathie
Coaching Certification. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-1-89
Pub Date—Jan 89
Contract—RI-88062015
Note—3p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Athletic Coaches, *Certification, Elementary Secondary Education, Faculty Workload, Physical Education Teachers, *State Standards, *Womens Athletics
This digest focuses on coaching certification, its importance, its current status, and types of certification programs currently in existence. The discussion also covers the status of women coaches and the issue of national certification requirements. The list of addresses of certification programs given includes commercial agencies state programs, and a recognized accreditation program for volleyball. (JD)

ED 316 544 SP 032 232
Fisher, Robert L.
When Schools and Colleges Work Together. ERIC Digest 20-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-83-0022
Note—5p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), *Career Development, *College School Cooperation, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Policy Formation, Preservice Teacher Education, *Program Development, *Student Teachers
Identifiers—ERIC Digests
Proposed reforms in education call for, among other things: developing K-12 schools as field sites for teacher education; professionalizing teachers to give them a greater voice in carrying out the responsibilities of their positions; and providing the opportunity for lifelong career development for teachers. Schools and colleges or universities have often initiated cooperative relationships to enhance the educational experience of their teachers, teacher-candidates, or students. This Digest provides a sampling of some of the different types of cooperative ventures entered into by some combination of K-12 schools and colleges or universities. (JD)

ED 316 545 SP 032 235
Baron, Barbara
Assessment for National Teacher Certification. ERIC Digest 7-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-83-0022
Note—4p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Evaluation Methods, Higher Education, *National Programs, Preservice Teacher Education, State Standards, *Teacher Certification, *Teacher Evaluation
Identifiers—ERIC Digests, *National Teacher Certification
All but two of the states are in the process of implementing some form of mandatory teacher testing, if they have not already done so. However, the limitations of state procedures, i.e., different standards, approaches, and requirements, combined with significant improvement in evaluation techniques, have led to the call for a system of national assessment. This Digest discusses what national teacher certification will mean and what it will consist of. The potential effect on teachers of national assessment and certification is considered. Citations from the ERIC database are included. (JD)

ED 316 546 SP 032 237
Otuya, Ebo, Jr.
Demand and Supply of Minority Teachers. ERIC Digest 12-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-83-0022
Note—4p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Minority Group Teachers, Role Models, *Teacher Recruitment, *Teacher Shortage, *Teacher Supply and Demand
Identifiers—ERIC Digests
It is pointed out in this Digest that there is an imbalance between the number of Black, Hispanic, Asian and Native American teachers and the percentage of children of similar ethnic backgrounds in

the schools. The growing minority student enrollment in public schools has increased the demand for proportional minority teacher representation. Factors contributing to shortages of minority teachers are discussed. References in the ERIC database are cited. (JD)

ED 316 547 SP 032 238
Abdal-Haqq, Ismat
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—R1-88062015
Note—4p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Athletic Coaches, *Athletics, *Behavior Patterns, Competition, Physical Education Teachers, *Sport Psychology, Teacher Responsibility, *Team Sports, *Violence
Identifiers—ERIC Digests
This Digest examines violence in team sports and how manifestations of violence reflect the attitudes and behavior of players, coaches, and fans. Three theoretical explanations of sports violence are discussed–the biological theory, the psychological theory, and the social learning theory. The pressures of competitive sports on children are noted. The responsibilities of coaches, physical educators, and parents in curbing violence in youth sports are briefly discussed. (JD)

ED 316 548 SP 032 239
Abdal-Haqq, Ismat
The Nature of Professional Development Schools. ERIC Digest 4-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—400-83-0022
Note—4p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, *College School Cooperation, *Educational Innovation, Elementary Secondary Education, Higher Education, *Instructional Improvement, Professional Development, *Teacher Administrator Relationship, *Teacher Improvement
Identifiers—ERIC Digests, *Professional Development Schools
Three major purposes have been proposed for Professional Development Schools: (1) to improve education of prospective and practicing teachers; (2) to strengthen knowledge and practice in teaching; and (3) to strengthen the profession of teaching by serving as models of promising and productive structural relations. At present there is neither a fully realized Professional Development School in the country nor a consensus about the mission of such schools. This Digest explores the proposed purposes of these schools and some of the research studies that provided the concepts upon which they would be based. Some critiques of the concept of the schools are also noted. (JD)

ED 316 549 SP 032 240
Teaching and Teacher Education. 1988 AERA Division K Abstracts.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date—88
Note—38p.; Abstracts of papers presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Abstracts, Case Studies, Elementary Secondary Education, Higher Education, *Professional Development, Program Evaluation, *Research Projects, *Research Reports, Surveys, *Teacher Education, *Teacher Education Programs
This publication provides information on current research on teaching and teacher education. The abstracts contained here have been organized into three major categories: teacher education programs, professional development, and intellectual growth. In addition to addressing a variety of topics, these papers are based upon a range of scholarly approaches to the study of teacher education–conceptual analyses, surveys, case studies, and program evaluation. Contributors represent a diverse group of professionals, including recent graduates of doctoral programs and seasoned researchers. Contributions are included from several foreign sources as well as the United States. The full texts of these papers are available from ERIC. (JD)

ED 316 550 SP 032 241
Teaching and Teacher Education: 1989 AERA Division K Abstracts (1989).
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date—89
Note—70p.; Abstracts of papers presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Abstracts, *Case Studies, Elementary Secondary Education, Higher Education, Intellectual Development, Professional Development, *Program Evaluation, *Research Projects, *Research Reports, *Surveys, *Teacher Education, Teacher Education Programs
This publication contains abstracts of papers on current research on teaching and teacher education which were presented in the segment of the 1989 AERA annual meeting organized by Division K (teaching and teacher education). A diversity of topics are addressed in the papers and a diversity of investigative procedures–case studies, conceptual analyses, program evaluation–are represented. The papers reflect the diversity that exists within the professional community concerned with research, policy, and practice in teaching and teacher education. The full texts of these papers are available from ERIC. (JD)

ED 317 542 SP 032 236
Curry, Jennifer
The Role of the Community College in the Creation of a Multi-Ethnic Teaching Force. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-11-88
Pub Date—88
Contract—400-83-0022
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Colleges, *Cultural Pluralism, Ethnicity, Higher Education, *Minority Group Teachers, *Student Recruitment, Teacher Education, *Teacher Supply and Demand, Two Year Colleges
Community colleges have the students, support services, and articulation mechanisms in place to play a critical role in the development of a multi-ethnic teaching force. This Digest examines the demand for an ethnically diverse teaching force and the possible sources of supply for that force. The role of the community colleges in recruiting and training are discussed as well as some strategies they might employ for realizing their potential in recruiting and retaining promising students. (JD)

ED 318 738 SP 032 424
Kauffman, Dagmar
Successful Minority Teacher Education Recruitment Programs. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-9-88
Pub Date—Sep 88
Contract—R188062015
Note—4p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Articulation (Education), Higher Education, High Schools, High School Students, Magnet Schools, *Minority Group Teachers, *Nontraditional Education, *Teacher Education Programs, *Teacher Recruitment, Two Year Colleges
Identifiers—ERIC Digests
A brief overview is presented of some successful minority teacher education recruitment programs. The sample of programs includes the following: secondary education programs targeting junior and senior high school students; teaching profession magnet programs; articulation programs between four- and two-year colleges for community college students; and nontraditional programs preparing professionals, retirees, and/or career changers to become teachers. Fifteen references on the topic are cited. (JD)

ED 319 742 SP 032 428
Summerfield, Liane
Adolescents and AIDS. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-8-89
Pub Date—Jun 90
Contract—R188062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Adolescents, At Risk Persons, Communicable Diseases, Drug Abuse, Health Promotion, Sexuality, *Social Attitudes, *Special Health Problems
Identifiers—ERIC Digests
A brief overview is presented on the incidence of AIDS among the adolescent population. Some recommendations are included on promoting behavior change through educational intervention. References from the ERIC data base are included. (JD)

ED 320 890 SP 032 445
Schwartz, Henrietta S., Ed. And Others
Collaboration: Building Common Agendas. Teacher Education Monograph No. 10.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-09333-065-5
Pub Date—Feb 90
Contract—R188062015
Note—253p.; Papers presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 2-5, 1989).
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036 ($20.00).
Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Agency Cooperation, *College School Cooperation, *Cooperative Learning, Elementary Secondary Education, Higher Education, *Institutional Mission, Minority Group Teachers, *Needs Assessment, Preservice Teacher Education, Teacher Recruitment
This book offers a collection of papers from a conference focused on various aspects of school/college collaboration, edited so as to form a coherent presentation. The papers are grouped into five chapters, each with its own theme. Chapter 1, on the nature of collaboration, aims to promote inquiry into research, theory, and application concerning the nature of collaboration and the necessary conditions for successful partnerships. This chapter also contains a speech by former Education Secretary Terrel H. Bell and a summary of a symposium on cooperative learning. Chapter 2, on implementation strategies, contains discussions on general lessons to be drawn from successful programs and those programs' characteristics, and on the re-emerging importance given to teacher preparation. Chapter 3, on role relationships/leadership, considers the coming educational challenges pres-

ented by demographic trends; the changing roles and responsibilities of university, school, and union personnel working in collaboration; and the nature of leadership. Chapter 4, on context variables, focuses on the factors influencing the outcome of a collaborative project. Finally, chapter 5, on collaborative models, presents reports on different in-place programs. A featured symposium assessing current issues in educational reform and the requirements of effective collaboration conclude the document. (JD)

ED 322 100 SP 032 397
Kennedy, Mary M.
Trends and Issues In: Teachers' Subject Matter Knowledge. Trends and Issues Paper No. 1.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; National Center for Research on Teacher Education, East Lansing, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-069-8
Pub Date—Aug 90
Contract—RI88062015
Note—36p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($12.00 prepaid); also available from The National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Degrees (Academic), Higher Education, *Intellectual Disciplines, *Knowledge Level, Preservice Teacher Education, *State Standards, Teacher Characteristics, Teacher Evaluation, *Teacher Qualifications, Teaching Methods, Trend Analysis
Identifiers—*Knowledge Base for Teaching
Studies have addressed the substantive knowledge of teachers and the content that is actually taught in classrooms. Some research has indicated that teachers have difficulty teaching certain areas because they themselves lack sufficient understanding about those areas. In considering the kind or amount of subject matter knowledge teachers need, discussion centers around the content of the subject itself, the organization and structure of that content, and methods of inquiry used within the subject. These three aspects are construed as the core aspects of subject matter knowledge. Consideration of subject-specific pedagogy provides the example of a science teacher who wants students to understand the scientific method. Three different pedagogies are described, each teaching something different about the scientific method. An analysis of the kind of policies that address subject matter knowledge focuses on: research pertaining to the generally accepted concept of teachers and their functions, current methods of evaluating teachers' subject matter knowledge, and the difficulty of attaining the high standards considered desirable. A 48-item bibliography is included. (JD)

ED 322 147 SP 032 647
Abdal-Haqq, Ismat
The Influence of Reform on Inservice Teacher Education. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-2-89
Pub Date—89
Contract—RI88062015
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Ladders, Collegiality, *Educational Change, Elementary Secondary Education, *Inservice Teacher Education, Merit Pay, *Organizational Change, Participative Decision Making, School Based Management, *School Restructuring, *Teacher Improvement
Identifiers—ERIC Digests
Recent educational reform efforts have sought to restructure schools, changing the character of school culture and creating a need for a nontraditional approach to inservice teacher education. Inservice projects have been implemented which attempt to prepare practicing teachers for restructured schools and as participants in the restructuring process. This digest provides a brief overview of five emerging trends in inservice teacher education. Inservice programs are: (1) research based, reflecting a reform trend that roots school improvement efforts in theoretical soil; (2) preparing teachers to examine and assess their own practice, to become inquiring, reflective practitioners; (3) emphasizing collegiality; (4) preparing teachers to participate in decision making on varied school issues; and (5) helping teachers to qualify for professional advancement through differentiated staffing programs. (JD)

ED 322 148 SP 032 648
Dilworth, Mary E.
Reading Between the Lines: Teachers and Their Racial/Ethnic Cultures. Teacher Education Monograph No. 11.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-068-X
Pub Date—Aug 90
Contract—RI88062015
Note—71p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-2412 ($20.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Books (010)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—American Indians, Asian Americans, Blacks, *Cultural Background, *Cultural Differences, *Culture, *Ethnic Distribution, Hispanic Americans, Incentives, *Minority Group Teachers, Preservice Teacher Education, Rewards, Socioeconomic Status, *Teacher Attitudes, Teacher Motivation, Teacher Recruitment
This monograph identifies for researchers and teacher educators important questions about the ways in which race, ethnicity, and culture influence teachers' motivations and intentions for teaching, as well as their expectations of their students and of their own professional lives. Chapter 1, "The Culture of Teachers: The Culture of Teaching," presents a general overview of common knowledge regarding the nature or culture of the profession and its participants, the generally accepted notions regarding teaching as an occupation, and the attitudes or needs that may prompt an individual to pursue this career. Chapter 2, "Studying Teachers' Racial-/Ethnic Cultures," suggests that for various reasons, educational researchers have generally overlooked this line of inquiry, which holds promise for recruiting minority teachers, as well as explaining their performance and the achievement of children from these groups. Chapter 3, "The Teaching Population: Present and Future," provides a general description of the current and prospective teaching population and leads into chapter 4, a discussion of racial and ethnic differences in "Teacher Motivation, Rewards, and Incentives." Chapter 5, "Racial /Ethnic Cultures," provides a brief descriptive profile of the major minority groups in the United States, and is a reference for much of the discussion. A 7-page bibliography concludes the volume. (JD)

TM

ED 314 426 TM 014 144
Rudner, Lawrence M., Ed. Conoley, Jane Close Plake, Barbara S.
Understanding Achievement Tests: A Guide for School Administrators.
American Institutes for Research, Washington, DC.; Buros Inst. of Mental Measurement, Lincoln, NE.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89785-215-X
Pub Date—Oct 89
Contract—RI88062003
Note—169p.; For three ERIC Digests extracted from this document, see TM 014 145-147.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Achievement Tests, Administrator Role, *Administrators, Elementary Secondary Education, School Districts, School Personnel, Scores, *Standardized Tests, Testing Problems, Test Interpretation, Test Results, *Test Use
Current information about tests and testing procedures is provided for school district staff, particularly in districts without specially trained testing directors. Practical information is given about selecting and administering tests and about reporting results effectively. This guide opens with a discussion of the basic principles of testing. The various types of district-level tests are described, and different types of test scores are presented. The advantages and limitations of certain types of tests and scores are reviewed. The viewpoints of measurement experts on important issues in testing are expressed in the following chapters: (1) "Common Misuses of Standardized Tests" (Eric Gardner); (2) "Preparing Students To Take Standardized Achievement Tests" (William A. Mehrens); (3) "Matching Your Curriculum and Standardized Tests" (Jane C. Conoley); (4) "Using Customized Standardized Tests" (Paul L. Williams); (5) "Interpreting Test Scores for Compensatory Education Students" (Gary Echternacht); and (6) "Working with the Press" (Allan Hartman). Four additional discussions are appended: "Finding Information about Standardized Tests" (Lawrence M. Rudner and Kathryn Dorko); Organizations That Provide Test Information" (Ronald T. C. Boyd); "Putting Test Scores in Perspective: Communicating a Complete Report Card for Your Schools" (M. Kevin Matter); and "Major Achievement Tests and Their Characteristics" (Northwest Regional Education Laboratory). Names and addresses of major test publishers, and a glossary of testing terms are also included. (SLD)

ED 314 427 TM 014 145
Mehrens, William A.
Preparing Students To Take Standardized Achievement Tests. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-2
Pub Date—Dec 89
Contract—RI88062003
Note—3p.; For document from which this Digest was extracted, see TM 014 144.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, Administrator Role, *Administrators, Elementary Secondary Education, *Standardized Tests, *Test Coaching, Test Interpretation, Test Wiseness
Identifiers—ERIC Digests, Fact Sheets, *Teaching to the Test
A discussion of appropriate ways of preparing students to take standardized tests is presented for school administrators. The point at which preparation practices move beyond the ethical depends on the inferences one wishes to draw from test scores. Inferences drawn from test scores are general in nature and will be inaccurate if instruction is limited to the actual objectives sampled in the test or, worse yet, to the actual questions on the test. Appropriate activities include teaching students general test-taking skills that would help students answer questions correctly if they have mastered the objectives. These skills are relatively easy to teach and should not take much instructional time. (SLD)

ED 314 428 TM 014 146
Echternacht, Gary
Interpreting Test Scores for Compensatory Education Students. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-5
Pub Date—Dec 89
Contract—RI88062003
Note—3p.; For document from which this Digest was extracted, see TM 014 144.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, *Administrator Role, Administrators, *Admission Criteria, *Compensatory Education, Educational Assessment, Elementary Secondary Education, *High Risk Students, Objective Tests, *Program Evaluation, Scores, Selection, Standardized Tests, *Test Interpretation, Test Use

Identifiers—ERIC Digests, Fact Sheets, Selection Tools

Following the rules and regulations of compensatory education programs requires the use of objective measures in selecting students for programs, assessing their progress, and monitoring the program's quality. Administrators must remember the following four points when they use test scores for compensatory education students: (1) test scores alone should not be used to select students; (2) good programs select students through several assessment tools rather than just one; (3) administrators should not use out-of-level tests; and (4) the use of tests for lower grade levels may be less frustrating for some students, but will not give an accurate picture of the content learned or the real meaning of the scores. It is also important to understand that the term "grade level" in testing does not relate to how well students perform in the classroom. When students score at grade level, about half of their peers score higher and about half score lower. Administrators must also differentiate the degree of error in individual and group scores. Interpretations are most sure when administrators consider district averages, followed by building averages, classroom averages, and individual students' scores. (SLD)

ED 314 429 TM 014 147

Williams, Paul L.

Using Customized Standardized Tests. ERIC Digest.

American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-89-3

Pub Date—Dec 89

Contract—RI88062003

Note—3p.; For document from which this Digest was extracted, see TM 014 144.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, *Criterion Referenced Tests, Elementary Secondary Education, *Norm Referenced Tests, *Standardized Tests, State Programs, *Test Construction, Test Format, Testing Problems, Testing Programs, Test Interpretation, Test Norms, Test Use

Identifiers—ERIC Digests, Fact Sheets, *Test Customization

Both norm-referenced and criterion-referenced interpretations of student, school, district, and state testing data can be improved by customizing the traditional norm-referenced test. Improvements that can be made include: (1) increasing the relevance of the test to the curriculum and (2) having greater confidence in the national comparative information. Testing time can also be reduced. For the past several years, Texas has used a model state criterion-referenced test that was statistically equated to a nationally norm-referenced test. In spite of the reduced testing time and greater relevance to the curriculum of this approach, Texas will leave this model in 1990 for one that may be more successful in producing scores that approach norm validity. A second model of a custom-made test is one in which state or district-developed criterion-referenced items are combined with a complete norm-referenced test. Norm invalidity may still be a problem if norm-referenced scores are inflated by instruction targeted at the objectives. In Tennessee, a third model of a customized test remedies the shortcomings of the first two models and provides objective scores for instructional planning and norm-referenced scores for national comparisons. Customized norm-referenced tests offer a viable alternative to both norm-referenced and criterion-referenced tests. (SLD)

ED 314 430 TM 014 149

Russell, Linda

The GED Testing Program. ERIC Digest.

American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-89-11

Pub Date—Oct 89

Contract—RI88062003

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Educational Attainment, *Equivalency Tests, *High School Equivalency Programs, *National Programs, Secondary Education, Standardized Tests, *Testing Programs, Test Use

Identifiers—*ERIC Digests, *General Educational Development Tests

The Tests of General Educational Development (GED Tests) are described. Developed in 1942 for military personnel who had not graduated from high school, the GED Tests enabled veterans to qualify for jobs or enter college. More than 10 million persons have earned GED Test diplomas since 1971. There are five parts to the GED Tests: (1) Writing Skills; (2) Social Studies; (3) Science; (4) Interpreting Literature and the Arts; and (5) Mathematics. Test questions are multiple choice, with the exception of part of the writing skills assessment. While no formal preparation is required, many people attend adult education classes before taking the GED Tests. Each participating state and province sets its own passing scores at or above a minimum level set by the American Council on Education. Tests are given regularly throughout the United States, Canada, and overseas. A small fee is charged and it is possible to retake the GED Tests in the event of failure. While the diploma is no guarantee of employment or college entrance, 92% of colleges and 96% of employers accept the GED Tests as the equivalent of a high school diploma. (SLD)

ED 315 424 TM 014 439

Matter, M. Kevin

Communicating Scholastic Success. ERIC Digest.

American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-89-4

Pub Date—Nov 89

Contract—RI-88062003

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Communication Skills, *Educational Quality, Elementary Secondary Education, Evaluators, *Institutional Characteristics, *Organizational Communication, Publicity, *Public Relations, Public Schools, Researchers, School Attitudes, *School Community Relationship, School Districts, School Personnel, Test Interpretation, Test Results

Identifiers—*Educational Information, ERIC Digests

Research and evaluation staff members in schools and school districts are frequently called on to answer questions about the quality of schools. Responding merely with test scores is not sufficient, because it is important to communicate information about the total educational program in the district. Additional measures are available. Characteristics of the student body that should be communicated are: (1) attendance, enrollment, and graduation rates; (2) the participation of community members in school activities; (3) the diversity of the student body; and (4) the stability of the student body. Characteristics of the staff that should be communicated include staff experience and staff development efforts and programs. The community should be informed about programs for students, including dropout prevention, tutoring, and enrichment efforts. Achievement should be demonstrated through test scores, feedback on achievement after students leave the school, and information about excellence and performance beyond test scores. The school environment should be described, and the fiscal situation in which the school operates should be public knowledge. (SLD)

ED 315 425 TM 014 440

Grist, Susan And Others

Computerized Adaptive Tests. ERIC Digest No. 107.

American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 89

Contract—RI-88062003

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ability Identification, *Adaptive Testing, *Computer Assisted Testing, Computer Uses in Education, Elementary Secondary Education, *Individual Testing, Test Construction, Testing Problems, *Test Use

Identifiers—ERIC Digests

Computerized adaptive tests (CATs) make it possible to estimate the ability of each student during the testing process. The computer presents items to students at the appropriate level, and students take different versions of the same test. Computerized testing increases the flexibility of test management in that: (1) tests are given on demand and scores are immediately available; (2) differences among administrators cannot affect scores and trained administrators are not needed; (3) tests can be individually paced; and (4) test security is increased. Computerized testing also offers options for timing and formatting, increases efficiency, and can provide accurate scores over a wide range of abilities. Some limitations to CATs are considered. CATs are not appropriate for some subjects and skills. Hardware limitations restrict the types of items that can be administered by computer, and many schools simply do not have the resources to administer CATs. A relatively large sample is needed to norm test items; comparable scores depend heavily on the quality of the estimates of item characteristics because each student answers a different set of items. The military has been among the pioneers in using CATs and at least two public school systems have begun to use them. A list of six organizations involved in computerized adaptive testing is included. (SLD)

ED 315 426 TM 014 441

Childs, Ruth Axman

Constructing Classroom Achievement Tests. ERIC Digest.

American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-89-8

Pub Date—Nov 89

Contract—RI-88062003

Note—3p.

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Behavioral Objectives, Classroom Techniques, Multiple Choice Tests, Standardized Tests, *Teacher Made Tests, Teacher Role, *Test Construction, Test Format, Test Interpretation

Identifiers—ERIC Digests, Paper and Pencil Tests

Commercial achievement tests often provide limited instructional guidance and seldom provide feedback specific to any given classroom. The most instructionally relevant achievement tests are those developed by an individual teacher for use with a particular class. This digest describes the steps of test construction and presents suggestions for interpreting the outcomes of the achievement tests. The first steps involve identifying what the students should have learned and designing the test. The learning objectives emphasized determine the material to include and the form the test will take. Once the objectives have been designed, the second step–writing the questions–can be attempted. General principles of test construction are reviewed. Guidelines for construction of multiple-choice tests, probably the most difficult to construct, are also given. The third step is a final check and review of the finished test. Considering the questions related to the various learning objectives as separate subtests can help the teacher develop a profile of each student's knowledge of the objectives. A carefully constructed achievement test can help the educator teach more effectively and the student master more of the objectives. (SLD)

BEST COPY AVAILABLE

ED 315 427 TM 014 442
Ayers, Jerry B.
Evaluating Workshops and Institutes. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-11
Pub Date—Dec 89
Contract—RI-88062003
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Conferences, Data Analysis, Educational Improvement, Educational Planning, *Evaluation Methods, Evaluation Utilization, Evaluators, Formative Evaluation, *Institutes (Training Programs), *Instructional Improvement, *Program Evaluation, Program Improvement, Summative Evaluation, *Training Methods, *Workshops
Identifiers—ERIC Digests
A well-planned and well-conducted evaluation can provide useful information to funding agencies, sponsoring institutions, instructors, and participants. Evaluating an instructional program, such as a workshop or institute, involves collecting, organizing, analyzing, and reporting data about several features of the program and its impact on the participants. Evaluating a workshop or institute can help in at least four areas: (1) planning (deciding on the overall content, major goals, and more detailed objectives of the workshop/institute); (2) programming (deciding on the procedures, faculty, facilities, budget, and other resources needed for running the workshop/institute); (3) conducting the workshop or institute; and (4) making changes. Planning the evaluation requires the same care that planning the program requires. Both the overall effectiveness of the program and the progress each participant makes toward the specified goals should be evaluated. Both of these levels can be addressed through formative evaluation during the program, summative evaluation at its conclusion, and follow-ups to assess the lasting value of the program. Suggestions are provided for conducting each of these types of evaluations. (SLD)

ED 315 428 TM 014 443
Crosby-Muilenburg, Corryn
Finding Non-Commercial Tests. ERIC Digest No. 110.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI-88062003
Note—3p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, *Educational Testing, Psychological Testing, Reference Materials, *Standardized Tests, Student Attitudes, Student Characteristics, *Test Reviews, Test Selection
Identifiers—ERIC Digests, *Noncommercial Tests, Unpublished Materials
This digest lists guides to non-commercial tests and compilations of such tests to help identify potentially useful non-commercial tests and assessment instruments to measure special characteristics of students. Reliability and validity information is frequently available. The guides reviewed include: (1) "Measures for Psychological Assessment: A Guide to 3,000 Original Sources and Their Applications" by Ki-Taek Chun et al.; (2) "Achievement Tests and Measurement Devices" from the Educational Testing Service Collection Catalog; (3) "Directory of Unpublished Experimental Mental Measures" by B. A. Goldman and J. L. Saunders; and (4) "Tests and Measurements in Child Development: Handbooks I and II" by O. G. Johnson. The compilations reviewed are: (1) "The Experience of Work: A Compendium and Review of 249 Measures and Their Use" by J. D. Cook et al.; (2) "Measures for Clinical Practice: A Sourcebook" by K. Corcoran and J. Fischer; (3) "The Clinical Measurement Package: A Field Manual" by W. W. Hudson; (4) "Measures of Occupational Attitudes and Occupational Characteristics" by J. P. Robinson et al.; (5) "Measures of Political Attitudes" by J. P. Robinson et al.; (6) "Measures of Social Psychological Attitudes" by J. P. Robinson et al.; (7) "Scales for the Measurement of Attitudes" by M. E. Shaw and J. M. Wright; and (8) "Mirrors for Behavior II: An Anthology of Observation Instruments" by A. Simon and E. G. Boyer. (SLD)

ED 315 429 TM 014 444
Gardner, Eric
Five Common Misuses of Tests. ERIC Digest No. 108.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI-88062003
Note—3p.; Reprinted from "Ability Testing: Uses, Consequences, and Controversies," 1982.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Error of Measurement, Evaluation Problems, Examiners, Scoring, *Statistical Analysis, *Testing Problems, Test Interpretation, *Test Use
Identifiers—ERIC Digests
Five of the common misuses of tests are reviewed: (1) acceptance of the test title as an accurate and complete description of the variable being measured (failure to examine the manual and the items carefully to know the specific aspects to be tested can result in misuse through selection of an inappropriate test for a particular purpose or situation); (2) ignoring the error of measurement in test scores; (3) use of a single test score for decision making (scores are not interpreted in the full context of the various elements that characterize students, teachers, and the environment); (4) a lack of understanding of the meaning of test score reporting (the misinterpretation of raw scores or grade equivalents is common); and (5) attributing cause of behavior measured to test (confusing the information provided by a test score with interpretations of what caused the behavior or described by the score). A test score gives no information as to why the individual performed as reported. No statistical manipulation of test data will permit more than probabilistic inferences about causation or future performance. (SLD)

ED 315 430 TM 014 446
A Glossary of Measurement Terms. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-1
Pub Date—Aug 89
Contract—RI-88062003
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Definitions, Glossaries, *Measurement, *Testing, *Vocabulary
Identifiers—ERIC Digests
A glossary of terms commonly used in discussing measurement is presented. Terms, arranged in alphabetical order, contain definitions as they pertain to the measurement field. Terms defined are: (1) achievement test; (2) age norms; (3) average; (4) battery; (5) ceiling; (6) criterion-referenced test; (7) diagnostic test; (8) domain-referenced test; (9) grade equivalent; (10) informal test; (11) inventory; (12) item; (13) norm; (14) normal curve equivalent; (15) norm-referenced test; (16) objective percent correct; (17) percentile; (18) percent score; (19) performance test; (20) published test; (21) rating scales; (22) raw score; (23) reliability; (24) screening; (25) specimen set; (26) standardized test; (27) standard scores; (28) stanine; and (29) validity. (SLD)

ED 315 431 TM 014 447
Boyd, Ronald T. C.
Improving Teacher Evaluations. ERIC Digest No. 111.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI-88062003
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Observation Techniques, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Evaluation Problems, Evaluation Utilization, Evaluators, Faculty Development, *Feedback, *Principals, Teacher Attitudes, Teacher Effectiveness, *Teacher Evaluation
Identifiers—ERIC Digests
Characteristics of effective teacher evaluations are reviewed, and some common teacher concerns are discussed. A teacher evaluation system should give teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel from principals and other teachers on how to make changes in their classrooms. Standards for evaluation should: relate to important teaching skills; be as objective as possible; be clearly communicated before the evaluation begins and reviewed after the evaluation is completed; and be linked to teachers' professional development. Some procedures evaluators can use are to: (1) observe classroom activities; (2) review lesson plans and classroom records; and (3) expand the number of people involved in the evaluations. Equally important is reporting the results of the evaluation to give teachers adequate, but not overwhelming, feedback. Linking teacher evaluation to professional development is essential. Teachers often have real concerns about the evaluation process; these concerns include the following: teachers do not have any input into the evaluation process; evaluators do not spend enough time on the evaluation; evaluators are not well trained; and results of the evaluation are not being used to further teacher development. To make teacher evaluation a positive experience for both the teacher and the evaluator, the evaluator must ensure that the process is more than an empty exercise. (SLD)

ED 315 432 TM 014 448
Rudman, Herbert C.
Integrating Testing with Teaching. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-7
Pub Date—Nov 89
Contract—RI-88062003
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, *Educational Testing, Elementary Secondary Education, School Administration, Standardized Tests, Teacher Attitudes, *Teaching Methods, *Test Use
Identifiers—ERIC Digests
This digest discusses the integration of teaching and testing. The use of tests as instructional tools and administrative tools is discussed as well as teacher and administrator attitudes toward testing and teacher competency in interpreting test results. The term "tests" covers standardized tests of achievement and aptitude, less formal paper-and-pencil tests, performance tests, and the like. To link testing directly to teaching, tests can be used at the beginning of the school year to gain an overview of student knowledge, in decisions about grouping students in the classroom, in diagnoses of each student's knowledge, and in attempts to determine the appropriate pace of classroom instruction. Tests can be used to make student promotion and retention decisions, to share information with parents and other non-student stakeholders, and to measure the effectiveness of instruction and learning. Teachers

generally seem to be more supportive of testing than is indicated by the literature, and teachers' attitudes seem to be a function of their experience and knowledge. Superintendents report a higher level of satisfaction with use of tests by practitioners for decision making than do measurement specialists. Students favor frequent testing, but while most of them want to know the results of their tests, less than half want to discuss them with their teachers. A short reading list is appended. (TJH)

ED 315 433 TM 014 451
Rudner, Lawrence M. Eissenberg, Thomas E.
State Testing of Teachers: The 1989 Report. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-10
Pub Date—Dec 89
Contract—RI-88062003
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, *College Entrance Examinations, Cutting Scores, Elementary Secondary Education, Higher Education, Knowledge Level, *National Surveys, *State Programs, State Surveys, *Teacher Certification, Teacher Education Programs, Teaching Skills, *Testing Programs, Test Use
Identifiers—ERIC Digests
This digest summarizes the results of the latest annual survey of state teacher testing programs. State directors of teacher testing programs were contacted in the summer of 1989 and asked to update the data compiled by the American Institutes for Research in 1988. Data indicate that: (1) states commonly use admission tests for applicants to teacher education programs and certification tests for graduates of such programs prior to teaching; (2) 25 states have begun admissions testing, with an additional 2 states expecting to do so in the near future; and (3) 35 states now use certification tests, with an additional 2 states expecting to do so in the near future. A table provides detailed information by state concerning the year the survey data were collected, test use, and passing scores and pass rates for admission tests and certification tests. The table also indicates whether certification tests cover basic skills, professional skills, and/or subject knowledge. (TJH)

ED 315 434 TM 014 452
Bagin, Carolyn Boccella
Talking to Your Child's Teacher about Standardized Tests. ERIC Digest No. 106.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—RI-880620003
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, Aptitude Tests, Elementary Secondary Education, Parent Role, Parent Student Relationship, *Parent Teacher Conferences, *Standardized Tests, Test Coaching, Testing Problems, *Test Use
Identifiers—ERIC Digests
This digest highlights one tool that teachers use–standardized tests–from the parent's viewpoint. The discussion covers basic features of testing and suggests questions that a parent might ask his or her child's teacher concerning such tests. Standardized tests are usually objective tests sold by commercial publishers and designed to provide a common measure of students' performance. Schools use standardized tests to evaluate individual students, school systems, and school programs in relation to their counterparts among the pool of other test takers. Standardized achievement and aptitude tests are defined and described, and their limitations are discussed briefly. Ways that parents can prepare their children for such tests are outlined, and how parents can discuss tests with teachers before and after the tests are administered is discussed. The addresses of four organizations that distribute additional information are provided. (TJH)

ED 315 435 TM 014 453
Bagin, Carolyn Boccella
Talking to Your High School Students about Standardized Tests. ERIC Digest No. 105.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—RI-88062003
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, Aptitude Tests, High Schools, *High School Students, *Secondary School Teachers, *Standardized Tests, Student Reaction, *Teacher Role, Teacher Student Relationship, *Test Coaching, Testing Problems, Test Interpretation, Test Use
Identifiers—ERIC Digests
This digest explains basic elements of standardized tests in order to help teachers in making students feel comfortable about taking such tests. Usually created by commercial publishers, standardized tests are designed to provide a common measure of students' performance. They help compare an individual student's performance with the performance of a group of students from a given class, school, or school system. They also help compare students' performance across the country. Standardized achievement and aptitude tests are described, and their limitations are discussed. Means of helping students prepare for testing are outlined, and pointers for helping students assess the testing experience following the test and after receiving the test results are provided. A list of additional literature resources is included. (TJH)

ED 320 964 TM 015 272
Childs, Ruth Axman
Legal Issues in Testing.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89785-219-2
Pub Date—Jun 90
Contract—RI88062003
Note—41p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Court Litigation, *Educational Testing, Elementary Secondary Education, Test Bias, *Testing Problems
Court cases are presented that illustrate some of the issues that courts have dealt with in the area of educational testing. While this study was developed primarily for parents, the booklet should also help school administrators and testing professionals learn about court cases and precedents relevant to some major issues in educational testing. This document is not a comprehensive listing of court cases and precedents on the issue of educational testing, and it does not fully discuss the implications of these cases and precedents. The study simply provides an overview of the following critical issues, each represented by a particular case: racial and cultural bias (Larry P. v. Riles); linguistic bias in tests (Diana v. California State Board of Education); test results that dominate special education placement dicisions (Larry P. v. Riles); failure to test sufficiently or at the appropriate time (Hoffman v. Board of Education of New York City); unequal opportunities to learn tested material (Debra P. v. Turlington); assignment to ability tracks without educational justification (Dillon County School District); racial discrimination in the interpretation of college admission test results (Regents of the State of California v. Bakke); gender discrimination in the interpretation of test results (Bray v. Lee); use of the wrong type of test (Sharif v. New York State Education Department); use of test results to deny education (Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania); and access to student academic records (Family Education Rights and Privacy Act of 1974). A list of court cases cited in the study is appended. (TJH)

UD

ED 311 120 UD 027 019
Kleifgen, Jo Anne
Computers and Opportunities for Literacy Development. ERIC/CUE Digest No. 54.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 89
Contract—RI-88-062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia Univ., New York, NY 10027 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Computer Literacy, *Computer Uses in Education, Courseware, Educational Opportunities, Electronic Mail, Elementary Secondary Education, Equal Education, Females, *High Risk Students, *Language Skills, *Literacy Education, Minority Group Children, Problem Solving, *Process Education, Sex Bias, Teacher Role, Writing Instruction
Identifiers—*Collaborative Learning, ERIC Digests, LOGO System
The computer revolution was expected to help American schools to teach traditionally unsuccessful students more effectively and to reduce educational inequalities. Research suggests, however, that computer technology has in many ways actually widened the gap in educational opportunity. Nevertheless, this report finds that computers and collaborative learning environments can be used effectively to develop language and literacy skills in students who have difficulty with traditional teaching methods. Inequities in school computer use result from some of the following factors: (1) unequal access to computers in the home; (2) limited access in ethnic and language minority schools; (3) reductionist teaching approaches; and (4) limited access and applicability for female students. Research indicates dramatic linguistic and academic improvement when students are given access to problem solving, word processing, and communications software, especially for use in collaborative tasks. The coupling of the process approach and computer use in group writing instruction encourages purposeful social interaction in the classroom and engenders both spoken and written language enrichment. The integration of computers into the language arts curriculum involves female students in technological literacy. Electronic mail has also developed as an important tool in literacy development. Emphasis is placed on the role of skilled teachers in engaging all students through computers. A list of 12 references is appended. (AF)

ED 311 136 UD 027 062
Schwartz, Wendy
Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 44.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 88
Contract—RI88062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Black Students, Book Reviews, Elementary Secondary Education, *Equal Education, Higher Education, Homeless People, *Minority Group Children, Racial Differences, Sex Differences, Social Differences, *Student Characteristics, Teaching (Occupation), Urban Culture, *Urban Education, *Urban Youth, White Students
Identifiers—ERIC Digests
This report reviews six recently published books on the education of urban and minority youth, and the social and cultural environment in which they live. "The Homeless in Contemporary Society" (edited by R. D. Bingham, R. E. Green, and S. B. White), is a primer on homelessness in America. "Gender Influences in Classroom Interaction" (edited by L. C. Wilkinson and C. B. Marrett) consists

of 11 conference papers that discuss the ways that gender-related differences are manifested in school. "Effective Education: A Minority Policy Perspective" (C. V. Willie) presents a case for maintaining the integrity of black culture throughout a student's educational experience. "Class, Race, & Gender in American Education" (edited by L. Weis) consists of 13 essays that address the ways schools foster inequalities based on students' sex, race, and class. "Toward Black Undergraduate Student Equality in American Higher Education" (edited by M. T. Nettles) consists of a collection of essays that document the barriers that black college-bound students must overcome, and makes recommendations for educational reform, government policy, and private agency programs that can reduce these obstacles. "Policies for America's Public Schools: Teachers, Equity & Indicators" (edited by R. Haskins and D. MacRae) consists of nine papers that cover the three education areas that the editors believe are most in need of reform: (1) teachers and teaching; (2) diversity and equity; and (3) the uses of information and educational indicators. (FMW)

ED 311 147 UD 027 082

Ascher, Carol

Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.

ERIC Clearinghouse on Urban Education, New York, N.Y.; National School Boards Association, Washington, DC. Council of Urban Boards of Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-89-5

Pub Date—89

Contract—R188062013

Note—6p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Educational Equity (Finance), *Educational Finance, Educational Opportunities, Elementary Secondary Education, *Expenditure per Student, Financial Needs, *Financial Problems, Special Needs Students, Suburban Schools, Urban Problems, *Urban Schools

Identifiers—ERIC Digests

Legislatures and courts have attempted to create equitable formulas for school finance. However, these formulas may have negative effects on educational opportunities for urban students. Comparisons of the per-pupil expenditures of large urban school districts, such as New York, with nearby suburban districts and state-wide averages disclose dramatic inequities. Urban school financing must contend with the following problems: (1) structural features in the State aid system that work against urban districts; (2) increased State control over local budgets; and (3) the decline in urban capacity for school support. Urban districts face higher costs than suburban districts in the following areas: (1) personnel; (2) facilities; and (3) special student needs. The relationship between school finance and student achievement has been difficult to establish because achievement has traditionally been measured in terms of basic skills and has not considered additional learning opportunities. Suggestions for improving educational equity in urban schools focus on the following areas: (1) increasing federal funding; (2) improving the methods of calculating urban students' needs; and (3) allowing greater local autonomy in determining standards and programs. A list of 18 references is appended. (FMW)

ED 311 148 UD 027 083

Wells, Amy Stuart

Middle School Education–The Critical Link in Dropout Prevention. ERIC/CUE Digest No. 56.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-89-6

Pub Date—89

Contract—R188062013

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Curriculum Problems, *Dropout Prevention, Educational Change, *High Risk Students, *Middle Schools, *School Organization, Secondary Education, *Student Needs

Identifiers—ERIC Digests

Even though middle schools are important in retaining at-risk students, the organization and curriculum of most of them do not meet the developmental needs of young adolescents. Improvements should focus on making middle and junior high schools function less like large, impersonal high schools and more like caring, nurturing elementary schools, while offering a challenging, subject-specific curriculum. The size and departmentalized structure of middle schools tend to make students leaving self-contained elementary school classrooms feel vulnerable. The fragmented structure of middle schools allows teachers to specialize in subject areas, but weakens teacher-student relationships. Retaining middle school students in grade does not improve academic achievement and students who are retained are likely to feel embarrassed and stigmatized. Ability grouping, which becomes formalized in middle schools as academic levels become more fixed and obvious, results in social segregation, the reinforcement of racial stereotypes, and the promotion of negative self-images among minority students. Cooperative learning, where students of all ability levels work together in groups, is suggested as an alternative to tracking. Health education and career education should be emphasized in the curriculum. Teachers in middle grades should receive specialized training in adolescent development as well as in subject areas to improve teacher-student relationships. A list of eight references is appended. (FMW)

ED 312 318 UD 026 347

Wells, Amy Stuart

Urban Teacher Recruitment Programs. ERIC/CUE Digest Number 43.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 88

Contract—R188062013

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free, include stamped self-addressed envelope).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Teachers, Elementary Secondary Education, Grants, Minority Groups, *Minority Group Teachers, Public School Teachers, Scholarships, School Demography, *Student Financial Aid, Student Loan Programs, Teacher Distribution, Teacher Education Programs, *Teacher Recruitment, *Teacher Supply and Demand, *Urban Schools, Urban Teaching

Identifiers—ERIC Digests

The need to recruit more minority teachers for urban schools is acute. Although enrollment in teacher preparation programs has increased, few of these future teachers intend to teach in urban schools where they are most needed. Ninety-five percent of prospective secondary school teachers come from suburban, rural, or small town backgrounds, and intend to return to those settings after graduation. Of all students enrolled in programs leading to initial certification at the elementary level, 90 percent are White, 4.3 percent are Black, 2 percent are Hispanic, and 1.8 percent are Asian. In contrast, 93 percent of the nation's largest urban school districts maintain minority student enrollments of 70 percent. The following representative programs for recruiting teachers for urban schools are described: (1) Perkins Loans; (2) Governor's Teaching Scholars Program (New Jersey); (3) Minority Teachers Program (New Jersey); (4) Teacher Opportunity Corps (New York); (5) Peace Corps Fellows Program (Teachers College, Columbia University, New York); and (6) Early Teaching Contract Programs, and the Young Educators Society (YES) (University of Wisconsin-Milwaukee). School districts that have developed programs include: (1) Columbus Public Schools, Columbus, Ohio; (2) Houston Independent School District, Houston, Texas; and (3) Los Angeles Unified School District, Los Angeles, California. A brief list of references is included. (FMW)

ED 314 546 UD 027 230

McDonnell, Lorraine M.

Restructuring American Schools: The Promise and the Pitfalls. ERIC/CUE Digest.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-89-7

Pub Date—89

Contract—R188062013

Note—6p.; For the document of which this is a digest, see UD 027 231.

Available from—ERIC Clearinghouse, Teachers College, Box 40, Columbia Univ., New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *Change Strategies, Decentralization, Economic Factors, *Educational Change, Educational Improvement, Elementary Secondary Education, *School Based Management, School Choice, School Community Relationship, Teaching Conditions, Teaching Methods

Identifiers—*Educational Restructuring

This digest briefly reviews major approaches to restructuring American schools and evaluates their potential for improving student learning and their feasibility-politically, financially, and administratively. The following reasons for restructuring are discussed: (1) poor educational performance; and (2) the changing skills needed for today's jobs. The following restructuring options are evaluated: (1) decentralizing authority over schools, which includes school-based management, more professional teaching conditions, and school choice in public education; (2) holding schools more accountable for performance; (3) altering the content and process of classroom instruction; and (4) strengthening school-community links. Possible problems with these proposals for restructuring are identified. (JS)

ED 315 484 UD 027 263

Bempechat, Janine Wells, Amy Stuart

Trends and Issues in Urban and Minority Education, 1989. Promoting the Achievement of At-Risk Students. Trends and Issues No. 13.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 89

Contract—R188062013

Note—38p.

Available from—ERIC Clearinghouse, Teachers College, Box 40, Columbia Univ., New York, NY 10027 ($3.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Beliefs, *Classroom Environment, Competition, Cooperative Learning, Disadvantaged Youth, *Dropout Prevention, Elementary Secondary Education, *High Risk Students, Literature Reviews, *Middle Schools, Parent Attitudes, Peer Influence, Student Attitudes, Teacher Attitudes, *Track System (Education), Urban Areas

This document comprises reviews of recent studies on the influence of classroom environment; curriculum tracking; child, parent and teacher beliefs; and middle school environment on the achievement of high risk students. Chapter 1, "Competitive, Cooperative, and Individualistic Structures of Classroom Learning," reports on the negative effect of interpersonal competition in learning environments and cites movement towards cooperative learning strategies. Chapter 2, "Determinants and Outcomes of Curriculum Tracking in Public and Private Schools," reports on how tracking favors advantaged and white students but locks lower track students into an unchallenging curriculum that limits later academic pursuits and produces deleterious psychological effects such as decreased satisfaction with school, lower self-esteem, and lower educational aspirations. Chapter 3, "The Role of Child, Parent, and Teacher Beliefs in Motivational Factors in Children's Learning," reports that children whose families and teachers strongly value effort and per-

sonal responsibility are more apt to develop the discipline needed to persevere in the face of educational difficulties, while students whose peers disparage academic achievement have more obstacles to overcome in the effort to succeed in school. Chapter 4, "Middle School Education as the Critical Link in Dropout Prevention," cites studies demonstrating the importance of a nurturing, supportive middle school environment to dropout prevention. Each chapter is accompanied by a list of references. (FMW)

ED 315 485 UD 027 264

Bempechat, Janine Ginsburg, Herbert P.

Underachievement and Educational Disadvantage: The Home and School Experience of At-Risk Youth. Urban Diversity Series No. 99.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 89

Contract—R188062013

Note—64p.; For related document, see UD 027 265.

Available from—ERIC Clearinghouse, Teachers College, Box 40, Columbia Univ., New York, NY 10027 ($8.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Community Influence, Compensatory Education, *Educationally Disadvantaged, Elementary Secondary Education, Family Influence, *High Risk Students, Literature Reviews, Minority Group Children, Predictor Variables, Research Needs, *School Demography, *School Effectiveness, *Student Behavior, *Underachievement, Urban Schools

Identifiers—Education Consolidation Improvement Act Chapter 1, *Research Suggestions

Research on academic achievement and high risk students over the past 30 years indicates that the home, the school, or the community can be the source of insufficient educational experiences that contribute to educational disadvantage. About 30 percent of the present school population is estimated to be at risk of failure, and demographic projections predict a dramatic increase in the poor and minority school-age populations that largely comprise this group. This document comprises a review of the demographic factors associated with educational disadvantage and school failure, the scope and nature of problem behaviors associated with school failure, and educational programs and practices that appear to be effective in increasing the cognitive development of high risk students. The following predictors of school failure are discussed: (1) poverty status; (2) race and ethnicity; (3) family and household characteristics; (4) parent education; and (5) language minority status. The following problem behaviors of high risk youth are discussed: (1) truancy; (2) grade retention; (3) school suspension; (4) dropping out; (5) drug and alcohol abuse; (6) teenage pregnancy; and (7) teenage childbearing. The following effective educational strategies for high risk students are discussed: (1) types of school-based compensatory education programs and extended day/year programs; (2) some examples of school-wide reform and community-based approaches; (3) parent participation; and (4) instructional techniques. Further research would benefit from attention to definition and measurement of risk factors, and from the use of ethnographic research methods. A list of 178 references is appended. (FMW)

ED 315 486 UD 027 265

Pollack, Seth D. Bempechat, Janine

The Home and School Experiences of At-Risk Youth; An Annotated Bibliography of Research Studies.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 89

Contract—R188062013

Note—41p.; For related document, see UD 027 264.

Available from—ERIC Clearinghouse, Teachers College, Box 40, Columbia Univ., New York, NY 10027 ($3.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Annotated Bibliographies, *Educational Experience, Educationally Disadvantaged, Educational Research, Elementary Secondary Education, *Family Influence, *High Risk Students, *Outcomes of Education, Parent Influence, Predictor Variables, Social Influences

This bibliography provides annotations of 33 major research studies on the school and social factors that impede disadvantaged children's ability to learn and succeed in school. The studies demonstrate that a wide range of educational, familial, and social influences can either put children at risk of educational failure early in their lives or help them overcome their disadvantages later in their school careers. No single aspect seems to explain a child's achievement, and several of the studies even contradict the findings of others. Studies are arranged in three sections that reflect the influences of school, home, and society in general on a child's educational experiences. Several authors are represented by different papers in more than one category. Recent research is emphasized, but some seminal studies on at-risk children that were conducted a decade or more ago are also included. Most studies are dated between 1982 and 1989. (Author/FMW)

ED 316 615 UD 027 301

Bempechat, Janine And Others

Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors. ERIC/CUE Digest No. 58.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-89-8

Pub Date—89

Contract—R188062013

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Alcohol Abuse, Antisocial Behavior, Disadvantaged Youth, *Dropout Characteristics, Drug Abuse, *Early Parenthood, *High Risk Students, Literature Reviews, *Predictor Variables, Pregnancy, Secondary Education, *Substance Abuse, Youth Problems

Identifiers—ERIC Digests

Drug and alcohol abuse and teenage pregnancy are two behaviors manifested by at-risk children that are both a cause and a result of their lack of success in school and possible subsequent dropping out. The distinction between substance use and abuse may be determined using the following criteria: (1) age of onset; (2) physiological responses; (3) levels of dependence; (4) attitudes about substance use; and (5) effects on other areas of functioning. The following factors predict drug and alcohol experimentation: (1) parental drug use, absence, and lack of consistent parenting; (2) early antisocial behavior; (3) school problems; (4) peer drug use; (5) attitudes, beliefs, and personality traits; and (6) stress. Teen pregnancy has become a national epidemic because more teenagers keep and raise their children at great individual, family, and societal costs. While the national average age of first sexual intercourse is 16 years, the average age for initiating sexual activity for some groups of urban youth is as young as 11.6 years. Disadvantaged minority youth account for a disproportionate number of teen pregnancies and births. The following factors influence early pregnancy and parenthood: (1) expectations for the future; (2) poor academic achievement; (3) ignorance about reproduction; and (4) family influences. Teenage childbearing has serious negative effects on the mother and on the child's health, as well as on the educational attainment and employment of both parents. A list of 12 references is appended. (FMW)

ED 316 616 UD 027 302

Wells, Amy Stuart

Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-89-9

Pub Date—89

Contract—R188062013

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, *Civil Rights Legislation, Elementary Secondary Education, Hispanic Americans, Literature Reviews, *Outcomes of Education, Racial Differences, *Racial Segregation, *School Demography, *School Desegregation, Urban Schools

Identifiers—ERIC Digests, *Hispanic American Students

Despite the 1973 Supreme Court decision, Keyes v. Denver School District, Hispanic students are more segregated today than they were 20 years ago, and gaps between the educational attainment and earnings of Hispanics and non-Hispanics continue to widen. The nation's Hispanic population has grown almost five times faster than the non-Hispanic population and is heavily concentrated in certain regions and major cities. Recent enrollment studies show an increase in the number of Hispanics who attend heavily segregated schools, a fact attributed to rising Hispanic enrollment and the disproportionate concentration of Hispanics in urban school districts with large minority enrollments and a lack of any significant desegregation initiatives. Hispanic parents and leaders have not insisted on integration, as have many Blacks, because they believe that Hispanic children are better served in a predominantly Hispanic school with extensive bilingual services. The following trends indicate a need for desegregation: (1) many students in predominantly Hispanic schools are not receiving the bilingual education entitled to them under Title VI of the Civil Rights Act of 1964; (2) Hispanics have the highest dropout rate of any minority group; and (3) few Hispanic students are prepared for college in the same way that White and Asian students are. A list of nine references is appended. (FMW)

ED 316 617 UD 027 303

Pallas, Aaron M.

Making Schools More Responsive to At-Risk Students. ERIC/CUE Digest No. 60.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-89-0

Pub Date—89

Contract—R188062013

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Influence, *Definitions, *Educational Change, *Educational Trends, Elementary Secondary Education, Family Influence, *High Risk Students, Individual Characteristics, Literature Reviews, *Predictor Variables, School Demography, *Student Needs

Identifiers—ERIC Digests

Current approaches to educating at-risk students are the result of several shifts in thinking over the last 35 years, and a new way of defining at-risk students is needed to permit changes in school policy and practice to meet these students' needs. Cultural deprivation was originally considered the single cause of at-risk status. Subsequently, educational deprivation was considered the primary cause. Another cause was thought to be the failure of all social institutions charged by society with educating youth. The current definition of at-risk status is the probability that the student will fail academically. A new definition of at-risk status must incorporate all of the factors that put a student at-risk, including the influence of family and community. Acknowledging the influence of home, school, and community highlights the need for comprehensive academic and non-academic program strategies that serve students throughout their school careers. The following factors are associated with exposure to inadequate educational experiences: (1) poverty; (2) race and ethnicity; (3) family composition; (4) mother's education; and (5) language background. The highest concentrations of at-risk students are in urban centers and rural areas; roughly 40 percent of the school-aged population can currently be consid-

ered at-risk and the number is certain to increase. The problem of restructuring schools to meet the needs of at-risk students is one of developing an environment, programs, and services that will provide appropriate educational experiences. Making schools more responsive to at-risk students will be difficult for the following reasons: (1) unique family backgrounds and school experiences of the students; (2) the responsibility of schools for a diverse array of educational goals; (3) society's need for highly skilled workers; (4) increased number of at-risk students; and (5) imprecise nature of education. A list of seven references is appended. (FMW)

ED 319 876 UD 027 530

Passow, A. Harry

Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-90-1

Pub Date—Jan 90

Contract—RI88062013

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia Univ., New York, NY 10027 (free).

Pub Type— Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Organization, *Cognitive Development, Compensatory Education, Curriculum Development, *Curriculum Problems, *Disadvantaged, Elementary Secondary Education, High Risk Students, Literature Reviews, Program Evaluation, Remedial Mathematics, *Remedial Programs, Remedial Reading, *Student Needs

Identifiers—*Education Consolidation Improvement Act Chapter 1, ERIC Digests

Evaluations of compensatory education programs provided under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) indicate that the traditional provision of a less challenging curriculum, limited achievement goals, and emphasis on pull-out programs for compensatory instruction actually hamper the ability of low-achieving students to develop critical thinking skills, lower their learning expectations, and stigmatize them as inferior. Because of a lack of coordination between regular and compensatory education classes, Chapter 1 students end up with less instructional time than other students, and the reading skills teaching they receive is not related to other learning and study areas. Chapter 1's emphasis on mastery learning techniques that may improve standardized test scores fails to help students learn how to work independently and develop cognitive strategies. Disadvantaged students continue to be taught relatively low-level reading skills that do not transfer to the higher-level knowledge and skills that comprise literacy. Remedial mathematics programs have been criticized for fragmenting the curriculum into enrichment programs, differential programs, and developmentally based programs rather than emphasizing the interdependence of ideas and the use of reasonable procedures to arrive at an answer. Disadvantaged students need access to a sound core curriculum that is as rich and balanced as that provided to high achieving students. (FMW)

ED 319 877 UD 027 531

Ascher, Carol

Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62.

Children's Defense Fund, Washington, D.C.; ERIC Clearinghouse on Urban Education, New York, N.Y.; National School Boards Association, Washington, DC. Council of Urban Boards of Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-90-2

Pub Date—Feb 90

Contract—RI88062013

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia Univ., New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ancillary School Services, Cooperative Programs, Elementary Secondary Education, Health Services, *Human Services, Individual Needs, *Institutional Cooperation, Literature Reviews, *Program Development, *Pupil Personnel Services, *School Community Relationship, Social Services

Identifiers—*Collaboratives, ERIC Digests

A number of factors put pressure on schools to work more closely with health, social service, and other youth-serving institutions but poor communications, program redundancies, fear for job security, and concerns about parent and community support for controversial services inhibit close collaboration. Recent successful collaborative school, health, and social service programs at the federal and local level have renewed interest in school-human services linkages. Schools are the natural focus for combined services because every child must attend school, but school organization proves problematic for service professionals. Most efforts at improving collaboration have focused on improving bureaucratic cooperation. The following characteristics are associated with successful locally developed programs. They: (1) offer a wide array of direct services or serve as entry to those comprehensive services; (2) move beyond crisis management and early intervention and focus on prevention and development; (3) cross professional and bureaucratic boundaries; (4) provide staff time, training, and skills needed to build relationships of trust and respect; (5) hire a staff member from the local community to serve as a facilitator; (6) involve both parents and teachers in communications; (7) deal with the child as part of a family, and the family as part of the community; and (8) provide accountability, with creative and meaningful measures. Because collaborations still focus on bureaucracies, integrated youth policies must be developed that focus on the individual needs of the student. (FMW)

ED 322 273 UD 027 574

Ascher, Carol

Assessing Bilingual Students for Placement and Instruction. ERIC/CUE Digest No. 65.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-90-5

Pub Date—May 90

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Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, *Bilingual Students, *Educational Assessment, Educational Research, Elementary Secondary Education, Limited English Speaking, Literature Reviews, *Standardized Tests, *Student Placement, Testing, *Testing Problems, Test Interpretation

Identifiers—*Curriculum Based Assessment, ERIC Digests

Standardized achievement and aptitude tests may be of very limited value in making placement or instructional decisions about bilingual students. The practice of categorizing standardized test scores by ethnic groups obscures the difficulties of administering and interpreting tests taken by bilinguals. Individuals who are bilingual have two language systems that overlap and are distinct; both are relied upon in a variety of ways, depending on the linguistic and communicative demands of everyday settings. It is not yet known how to measure the extent to which one of the languages of a bilingual student influences the other, or even how to describe bilingual competence. In test-taking situations, the switching and other linguistic adaptations of bilinguals create notable differences from the way that monolingual students perform. Because standardized tests in any language are biased in favor of native speakers, low test scores received by bilinguals are often interpreted as evidence of deficits or even disorders. The following commonly used options for administering standardized tests to limited English speakers are reviewed: (1) nonverbal tests; (2) translated tests; (3) use of interpreters; (4) tests that are norm-referenced in the primary language; and (5) true bilingual assessment. The educational opportunities of bilingual students would be improved by expanding diagnostic protocols to include information beyond standardized test scores and by creating assessment that is more directly based on curriculum. A list of nine references is appended. (FMW)

ED 322 274 UD 027 575

Mitchell, Vernay

Curriculum and Instruction To Reduce Racial Conflict. ERIC/CUE Digest No. 64.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-90-4

Pub Date—Apr 90

Contract—RI88062013

Note—3p.

Available from—ERIC Clearinghouse on Urban on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conflict Resolution, Cultural Awareness, *Curriculum Development, Educational Research, Elementary Secondary Education, *Multicultural Education, Program Descriptions, *Racial Bias, *Racial Relations, Social Integration

Identifiers—ERIC Digests

Multicultural education, anti-racist education, and conflict resolution are curriculum-based approaches to reducing racial conflict. Since the 1930s, attempts have been made to develop curricula to change negative racial attitudes and encourage appreciation for people of all races. In the 1980s, multicultural education has focused on the unique qualities and the mutual interdependence of minority and majority groups within a society and of various communitites within the world system. However, some critics have suggested that education labelled "multicultural" evades the issue of racism by diverting attention to milder topics. Some studies demonstrate the limited effectiveness of multicultural programs and the fact that some school districts without minority group students do not promote the discussion of racial or ethnic differences. Anti-racist education and conflict resolution address racism by allowing teachers and students to analyze the inequalities in power and economic status that determine race relations. The following recommendations for evaluating and reforming curricula and school policy are suggested: (1) issue policy statements that cover broad school district philosophy, hiring practices, and the handling of bias-motivated incidents; (2) maintain racial and cultural diversity among school personnel; (3) provide services for victims of bias-motivated violence; (4) report and monitor trends in racial attitudes; (5) establish school-wide committees on human relations; (6) use the arts to encourage critical thinking about social issues; (7) check textbooks and other resources for bias; (8) reflect the cultural diversity of the school in teaching strategies; and (9) affirm racial and cultural differences with regular and special activities. A list of 16 references and six resources are appended. (FMW)

ED 322 275 UD 027 576

Wells, Amy Stuart

Public School Choice: Issues and Concerns for Urban Educators. ERIC/CUE Digest No. 63.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-90-3

Pub Date—Mar 90

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Note—5p.; This publication was developed with funding from the National Committee on Public Policy.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Admission (School), Educational Improvement, Educational Research, Elementary Education, Free Choice Transfer Programs, Low Income Groups, Magnet Schools, Minority Groups, Open Enrollment, *Parent Participation, *Public Schools, *School Choice, *Urban Education

BEST COPY AVAILABLE

Identifiers—ERIC Digests

Existing choice plans, which allow parents and students to choose among a variety of schools, vary dramatically in size, shape, and purpose. Different types of choice programs have different impacts, especially on low-income and minority group students; and it is not yet clear how school choice programs should be structured to assure that those students with the fewest resources will not be shut out of the best schools. Reasons for the political appeal of choice plans include the following: (1) low-income and minority families can avoid poorly run and overcrowded urban schools; (2) free market, competitive principles are infused into a sluggish public education system; (3) individual families have more control over which schools their children attend and what services are provided; (4) a low-cost solution to problems in public education is provided; (5) pupil needs are better matched to school offerings; and (6) parent involvement may be increased. However, critics argue that many programs discriminate against poor and minority parents who are less informed about how the educational system works or are too overwhelmed with day-to-day survival to research the various educational options. There is a dearth of well-documented research on how school choice programs affect either academic achievement or educational opportunities. The following variations in choice programs are outlined: (1) controlled choice; (2) magnet schools; and (3) interdistrict and open enrollment. Recommendations for more equitable programs consist of the following suggestions: (1) a clear goal statement; (2) outreach to, and information and counseling for parents; (3) a fair, unrestrictive, noncompetitive, and equitable admissions procedure; and (4) provision of adequate transportation for students. A list of 11 references is appended. (FMW)

ED 322 283 UD 027 693

Ascher, Carol

Testing Students in Urban Schools: Current Problems and New Directions. Urban Diversity Series No. 100.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Commission on Testing and Public Policy.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 90

Contract—R188062013

Note—48p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, *Educational Testing, Elementary Secondary Education, Literature Reviews, Politics of Education, *Standardized Tests, *Testing Problems, *Test Use, Thinking Skills, *Urban Education

Identifiers—Dynamic Assessment, *Policy Implications

This review of the literature on testing urban students indicates that standardized tests may not reflect accurately the ability and achievement of poor minority children. Further, new research in cognition makes clear that both teaching and testing could be structured to better prepare students for the complex thinking required by life. Since current political trends make it unlikely that the power of testing will decline nationally, or that testing will cease to drive instruction, it is crucial to reformulate assessments so that they can help alter schooling in ways that will better educate individual students to meet both their personal needs and those of society. Because short answer tests have been so important in driving learning in urban schools, and because the size of urban school systems encourages bureaucratic forms of accountability, it will be difficult to create forms of change that demand greater flexibility. However, new performance-based assessment practices offer particular hope to urban students whose gifts and needs are diverse, and who have suffered the most under traditional teaching and testing methods. Portfolios, work station assessments, certain computer-based assessments, and the variety of reciprocal teaching methods that rely on dynamic assessment all offer directions for improving urban education. A list of 66 references is appended. (MW)

ED 322 284 UD 027 694

Secada, Walter G. Carey, Deborah A.

Teaching Mathematics with Understanding to Limited English Proficient Students. Urban Diversity Series No. 101.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Education Research, Madison.

Pub Date—Oct 90

Contract—300860050; R188062013; T289005006

Grant—MDR-8550236

Note—65p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education Programs, Curriculum Development, Elementary Education, *Elementary School Mathematics, *Limited English Speaking, Literature Reviews, *Mathematics Curriculum, *Mathematics Instruction, *Teaching Methods

Identifiers—*Active Mathematics Teaching

This document provides research-based information to help school district personnel select appropriate mathematics education programs for their limited English proficient (LEP) elementary school students. A review of the mathematics education literature is discussed in the context of the reform movement in school mathematics. Two instructional programs for effectively teaching mathematics to LEP students, Active Mathematics Teaching (AMT) and Cognitively Guided Instruction (CGI), are discussed in detail. Examples, using addition and subtraction problems, illustrate each program. Since teaching math in a student's native language may be more effective than limiting instruction to English, Spanish translations of examples are also included to demonstrate how simple presentation of problems can facilitate their solving. Recommendations are woven throughout the text and each section ends with a list of additional recommendations for teaching mathematics to LEP students. The following final recommendations are suggested: (1) choose and use manipulatives carefully; (2) manipulatives should support discussion about mathematics, not replace it; (3) activities should emphasize the mathematics content; (4) the National Council of Teachers of Mathematics' document, "Curriculum and Evaluation Standards," provides specific recommendations for content that should be emphasized as well as deemphasized; (5) AMT has been proven effective for conveying large amounts of basic information that is well organized; (6) CGI shows promise for developing problem solving skills, higher order thinking, and enhancing student confidence; and (7) mathematics is too important for students' futures to be reduced to computations or omitted entirely. Five figures are included. A list of 72 references is appended. (FMW)

ED 322 285 UD 027 713

Bempechat, Janine

The Role of Parent Involvement in Children's Academic Achievement: A Review of the Literature. Trends and Issues No. 14.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

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This literature review examines patterns of parent-child involvement that foster high academic achievement and describes effective parent involvement programs. Parents affect their children's academic achievement through cognitive socialization, the development of basic intelligence; and academic socialization, the development of attitudes and motives essential for school learning. Cognitive socialization is developed through the following parent practices: (1) encouraging active learning; (2) developing psychological distancing; (3) creating a context for new learning; and (4) structuring information to provide a "scaffold" for problem solving. Academic socialization is associated with the following parent practices: (1) attributing success to ability; (2) implementing supportive strategies; (3) communicating high expectations for academic success; and (4) expecting high career aspirations. While cognitive and academic socialization are facilitated by middle-class status, parent education programs can provide lower-class parents with the skills needed to enhance their children's achievement while improving their own job skils. Teacher attitudes and support are crucial to effective parent involvement programs, which include the following strategies: (1) developing frequent contact between parent and teacher; (2) helping parents create home environments conducive to learning; (3) using parents as resources in schools; and (4) involving parents in school governance. A list of 68 references is appended. (FMW)

Subject Index

Ability Identification
Computerized Adaptive Tests. ERIC Digest No. 107.
ED 315 425 (TM)
Meeting the Needs of Gifted and Talented Minority Language Students. ERIC Digest #E480.
ED 321 485 (EC)

Academic Achievement
Bilingualism and the Academic Performance of Mexican-American Children: The Evolving Debate. ERIC Digest.
ED 321 963 (RC)
The Home and School Experiences of At-Risk Youth; An Annotated Bibliography of Research Studies.
ED 315 486 (UD)
The Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research. ERIC Digest.
ED 315 063 (IR)
Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.
ED 317 121 (HE)
Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement. ERIC Digest.
ED 317 146 (HE)
Student Self-Esteem. The Best of ERIC on Educational Management, Number 94.
ED 311 603 (EA)
Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.
ED 311 147 (UD)

Academic Advising
Improving Academic Advising at the Community College. ERIC Digest.
ED 320 647 (JC)

Academic Aspiration
The Role of Parent Involvement in Children's Academic Achievement: A Review of the Literature. Trends and Issues No. 14.
ED 322 285 (UD)

Academic Freedom
Censorship of Curriculum Materials. ERIC Digest Series Number EA44.
ED 315 864 (EA)

Academic Standards
The Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.
ED 317 102 (HE)

Academically Gifted
Discovering Mathematical Talent. ERIC Digest #E482.
ED 321 487 (EC)
Giftedness and the Gifted: What's It All About? ERIC Digest #E476.
ED 321 481 (EC)
Gifted Students: Flyer File.
ED 321 480 (EC)
Helping Your Highly Gifted Child. ERIC Digest #E477.
ED 321 482 (EC)
Language Arts for Gifted Middle School Students. Teaching Resources in the ERIC Database (TRIED) Series.
ED 319 046 (CS)
Meeting the Needs of Able Learners through Flexible Pacing. ERIC Digest #464.
ED 314 916 (EC)

Acceleration (Education)
Helping Your Highly Gifted Child. ERIC Digest #E477.
ED 321 482 (EC)

Access to Education
Educating Undocumented Children: A Review of Practices and Policies. A Trends and Issues Paper.
ED 319 585 (RC)
Public School Choice: Issues and Concerns for Urban Educators. ERIC/CUE Digest No. 63.
ED 322 275 (UD)
Undocumented Children in the Schools: Successful Strategies and Policies. ERIC Digest.
ED 321 962 (RC)

Access to Information
Access Points to ERIC: An Update. ERIC Digest.
ED 310 780 (IR)
Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib.
ED 319 414 (IR)

Accountability
Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest No. 3, 1988.
ED 319 628 (SE)
Fiscal Policy Issues and School Reform. ERIC Digest Series Number EA 50.
ED 321 342 (EA)
Managing the Incompetent Teacher. Second Edition.
ED 320 195 (EA)
State-Enforced Accountability of Local School Districts. ERIC Digest Series Number EA 36.
ED 309 556 (EA)
Vocational Education Performance Standards. ERIC Digest No. 96.
ED 318 914 (CE)

Achievement
Superintendent Evaluation. ERIC Digest Series Number EA 42.
ED 312 775 (EA)

Achievement Tests
Constructing Classroom Achievement Tests. ERIC Digest.
ED 315 426 (TM)
Curriculum-Based Assessment and Curriculum-Based Management. Super Search Reprint No. C576.
ED 321 508 (EC)
Finding Non-Commercial Tests. ERIC Digest No. 110.
ED 315 428 (TM)
Preparing Students To Take Standardized Achievement Tests. ERIC Digest.
ED 314 427 (TM)
Understanding Achievement Tests: A Guide for School Administrators.
ED 314 426 (TM)
Using Customized Standardized Tests. ERIC Digest.
ED 314 429 (TM)

Acquired Immune Deficiency Syndrome
Adolescents and AIDS. ERIC Digest.
ED 319 742 (SP)
AIDS/HIV Education. ERIC Digest Series Number EA 38.
ED 309 564 (EA)
AIDS, Suicide, Drugs. The Best of ERIC on Educational Management, Number 95.
ED 311 604 (EA)

Active Mathematics Teaching
Teaching Mathematics with Understanding to Limited English Proficient Students. Urban Diversity Series No. 101.
ED 322 284 (UD)

Activism
Supporting Gifted Education through Advocacy. ERIC Digest #E494.
ED 321 499 (EC)

Adaptive Testing
Computerized Adaptive Tests. ERIC Digest No. 107.
ED 315 425 (TM)

Administrative Organization
Inducting Principals.
ED 311 593 (EA)
Organizing Institutional Research in the Community College. ERIC Digest.
ED 320 648 (JC)

Administrative Principles
Ethics and the School Administrator. The Best of ERIC on Educational Management, Number 100.
ED 311 606 (EA)

Administrator Education
Preparation of Principals. Best of ERIC on Educational Management, Number 98.
ED 312 747 (EA)

Administrator Effectiveness
Evaluating Principals. Research Roundup.
ED 318 131 (EA)

Administrator Evaluation
Evaluating Principals. Research Roundup.
ED 318 131 (EA)
Superintendent Evaluation. ERIC Digest Series Number EA 42.
ED 312 775 (EA)

Administrator Responsibility
Ethics and the School Administrator. The Best of ERIC on Educational Management, Number 100.
ED 311 606 (EA)
School Leadership: Handbook for Excellence. Second Edition.
ED 309 504 (EA)

Administrator Role
AIDS, Suicide, Drugs. The Best of ERIC on Educational Management, Number 95.
ED 311 604 (EA)
A Consumer's Guide to School Improvement. Trends and Issues Series, Number 4.
ED 313 800 (EA)
Initiating Change in Schools.
ED 315 909 (EA)
Interpreting Test Scores for Compensatory Education Students. ERIC Digest.
ED 314 428 (TM)
Power: An Administrator's Guide along the Corridors of Arrogance.
ED 321 723 (HE)
Preparation of Principals. Best of ERIC on Educational Management, Number 98.
ED 312 747 (EA)
School Leadership: Handbook for Excellence. Second Edition.
ED 309 504 (EA)

Administrators
Ethics and the School Administrator. The Best of ERIC on Educational Management, Number 100.
ED 311 606 (EA)
Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
ED 316 074 (HE)
Preparing Students To Take Standardized Achievement Tests. ERIC Digest.
ED 314 427 (TM)
Understanding Achievement Tests: A Guide for School Administrators.
ED 314 426 (TM)

Admission (School)
Public School Choice: Issues and Concerns for Urban Educators. ERIC/CUE Digest No. 63.
ED 322 275 (UD)

Admission Criteria
Interpreting Test Scores for Compensatory Education Students. ERIC Digest.
ED 314 428 (TM)

Adolescent Suicide
AIDS, Suicide, Drugs. The Best of ERIC on Educational Management, Number 95.
ED 311 604 (EA)

Adolescents
Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.
ED 315 704 (CG)
Adolescents and AIDS. ERIC Digest.
ED 319 742 (SP)
Career Education for Teen Parents. Trends and Issues Alerts.
ED 317 846 (CE)
The Challenge of Counseling in Middle Schools.
ED 321 161 (CG)
Helping Adolescents Adjust to Giftedness. ERIC Digest #E489.
ED 321 494 (EC)
Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors. ERIC/CUE Digest No. 58.
ED 316 615 (UD)

Adult Basic Education
Women, Work, and Literacy. ERIC Digest No. 92.
ED 312 456 (CE)

Adult Education
The Emerging Role of the Community College Counselor. Highlights: An ERIC/CAPS Digest.
ED 315 707 (CG)
Environmental Adult Education. Trends and Issues Alerts.
ED 321 154 (CE)

Adult Educators
Managing Your Professional Development: A Guide for Part-Time Teachers of Adults. ERIC Digest.
ED 321 155 (CE)
Supporting and Facilitating Self-Directed Learning. ERIC Digest No. 93.
ED 312 457 (CE)
Teaching Adults with Learning Disabilities. ERIC Digest No. 99.
ED 321 156 (CE)

Adult Learning
Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
ED 315 663 (CE)

Adult Literacy
Adult Literacy: Contexts and Challenges.
ED 321 251 (CS)
Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.
ED 315 665 (CE)
Adult Literacy Programs in Rural Areas. ERIC Digest.
ED 321 966 (RC)
The Freirean Approach to Adult Literacy Education. NCLE Q&A.
ED 321 615 (FL)
The Issue: Adult Literacy Assessment. ERIC Digest.
ED 310 369 (CS)
Recruiting and Retaining Language Minority Students in Adult Literacy Programs. ERIC Digest.
ED 321 621 (FL)

Adult Reading Programs
Adult Literacy Programs in Rural Areas. ERIC Digest.
ED 321 966 (RC)
The Issue: Adult Literacy Assessment. ERIC Digest.
ED 310 369 (CS)

Adult Students
Closed Captioned Television for Adult LEP Literacy Learners. ERIC Digest.
ED 321 623 (FL)
Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
ED 315 663 (CE)
Teaching Adults with Learning Disabilities. ERIC Digest No. 99.
ED 321 156 (CE)

Adults
Adult Literacy: Contexts and Challenges.
ED 321 251 (CS)
Adults with Learning Disabilities: An Overview for the Adult Educator. Information Series No. 337.
ED 315 664 (CE)

Affirmative Action
Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
ED 316 075 (HE)
Affirmative Rhetoric, Negative Action. African-American and Hispanic Faculty at Predominantly White Institutions. ERIC Digest.
ED 317 100 (HE)

Age Differences
The Uses of Baby Talk. ERIC Digest.
ED 318 230 (FL)

Agency Cooperation
Collaboration: Building Common Agendas. Teacher Education Monograph No. 10.
ED 320 890 (SP)
Helping At-Risk Youth Make the School-to-Work Transition. ERIC Digest.
ED 321 158 (CE)
School-to-Work Transition for At-Risk Youth. Information Series No. 339.
ED 315 666 (CE)

Aging in Academia
The Emeritus Professor: Old Rank, New Meaning. ASHE/ERIC Higher Education Report No. 2.
ED 321 725 (HE)
The Emeritus Professor: Old Rank, New Meaning. ERIC Digest.
ED 321 724 (HE)

Alcohol Abuse
Drug Testing. ERIC Digest Series Number EA35 (Revised).
ED 316 957 (EA)

American Indian Education
American Indian Education: A Directory of Organizations and Activities in American Indian Education. Document No. 29. Revised.
ED 321 941 (RC)
Changes in American Indian Education: A Historical Retrospective for Educators in the United States. ERIC Digest.
ED 314 228 (RC)
Supporting Emergent Literacy among Young American Indian Students.
ED 319 581 (RC)

American Indian Studies
Unbiased Teaching about American Indians and Alaska Natives in Elementary Schools. ERIC Digest.
ED 321 968 (RC)

American Sign Language
Foreign Language Requirement? Why Not American Sign Language? ERIC Digests
ED 309 651 (FL)

Ancillary School Services
Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62.
ED 319 877 (UD)

Annotated Bibliographies
Readings about Children and Youth with Learning Disabilities. ERIC MiniBib #E465.
ED 319 179 (EC)

Aptitude
Language Aptitude Reconsidered. ERIC Digest.
ED 318 226 (FL)

Aptitude Tests
Language Aptitude Reconsidered. ERIC Digest.
ED 318 226 (FL)
Language Aptitude Reconsidered. Language in Education: Theory and Practice, No. 74.
ED 321 573 (FL)

Articulation (Education)
Foreign Language Program Articulation from High School to the University. ERIC Digest.
ED 321 586 (FL)
Helping At-Risk Youth Make the School-to-Work Transition. ERIC Digest.
ED 321 158 (CE)
When Schools and Colleges Work Together. ERIC Digest 20-88.
ED 316 544 (SP)

Assistive Devices (for Disabled)
Students with Specialized Health Care Needs. ERIC Digest #458.
ED 309 590 (EC)

Athletic Coaches
Coaching Certification. ERIC Digest.
ED 310 112 (SP)

Athletics
Violence in Sports. ERIC Digest 1-89.
ED 316 547 (SP)

Attention Deficit Disorders
Teaching Children with Attention Deficit Disorder. ERIC Digest #462.
ED 313 868 (EC)

Audience Awareness
Debate and Communication Skills. ERIC Digest.
ED 321 334 (CS)

Audience Response
How to "Read" Television: Teaching Students to View TV Critically. ERIC Digest.
ED 318 039 (CS)

Australia
Teaching about Australia. ERIC Digest.
ED 319 651 (SO)

Baby Talk
Pigeon-Birds and Rhyming Words: The Role of Parents in Language Learning. Language in Education: Theory and Practice.
ED 321 559 (FL)
The Uses of Baby Talk. ERIC Digest.
ED 318 230 (FL)

Basic Skills
Job-Related Basic Skills. ERIC Digest No. 94.
ED 318 912 (CE)

Beginning Principals
Inducting Principals.
ED 311 593 (EA)

Beginning Reading
Beginning Reading Instruction in the United States. ERIC Digest.
ED 321 250 (CS)
Supporting Emergent Literacy among Young American Indian Students.
ED 319 581 (RC)

Beginning Teachers
Designing Programs for New Teachers: The California Experience.
ED 319 145 (EA)

Behavior
Family Living: Suggestions for Effective Parenting.
ED 313 168 (PS)

Behavior Change
Environmental Education that Makes a Difference–Knowledge to Behavior Changes. ERIC/SMEAC Environmental Education Digest No. 4, 1988.
ED 320 761 (SE)
School Security. ERIC Digest Series Number EA 46.
ED 321 343 (EA)

Behavior Disorders
Youth Suicide: What the Educator Should Know. A Special Educator's Perspective.
ED 316 963 (EC)

Behavior Management
Preventive Discipline and Behavior Management Practices. Super Search Reprint No. 572.
ED 321 507 (EC)

Behavior Patterns
Violence in Sports. ERIC Digest 1-89.
ED 316 547 (SP)

Behavior Problems
Gangs. ERIC Digest Series Number EA 52.
ED 321 419 (EA)
Prereferral Interventions for Students with Learning and Behavior Problems. Super Search Reprint No. C574.
ED 321 506 (EC)
Preventive Discipline and Behavior Management Practices. Super Search Reprint No. 572.
ED 321 507 (EC)
Student Self-Management To Increase On-Task Behavior, Research Brief for Teachers T3.
ED 319 227 (EC)

Behavior Standards
Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.
ED 315 709 (CG)

Behavior Theories
Invitational Learning for Counseling and Development.
ED 314 708 (CG)

Behavioral Objectives
Two-Way Language Development Programs. ERIC Digests.
ED 321 589 (FL)

Beliefs
Trends and Issues in Urban and Minority Education, 1989. Promoting the Achievement of At-Risk Students. Trends and Issues No. 13.
ED 315 484 (UD)

Bibliographic Databases
Automating the School Library Media Center. A Select ERIC Bibliography. Mini-Bib.
ED 320 611 (IR)
Creating and Maintaining the Bibliographic Database for Library Automation. ERIC Digest.
ED 321 773 (IR)

Bilingual Education
Bilingualism and the Academic Performance of Mexican-American Children: The Evolving Debate. ERIC Digest.
ED 321 963 (RC)
Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.
ED 316 616 (UD)

Bilingual Education Programs
Teaching Mathematics with Understanding to Limited English Proficient Students. Urban Diversity Series No. 101.
ED 322 284 (UD)
Two-Way Language Development Programs. ERIC Digests.
ED 321 589 (FL)

Bilingual Students
Assessing Bilingual Students for Placement and Instruction. ERIC/CUE Digest No. 65.
ED 322 273 (UD)
Assessing the Language Difficulties of Hispanic Bilingual Students. Abstract 23: Research & Resources on Special Education.
ED 321 427 (EC)

Bilingualism
Bilingualism and the Academic Performance of Mexican-American Children: The Evolving Debate. ERIC Digest.
ED 321 963 (RC)

Black Teachers
Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
ED 316 075 (HE)

Boards of Education
Superintendent Evaluation. ERIC Digest Series Number EA 42.
ED 312 775 (EA)

Brief Family Consultation
Brief Family Consultation in Schools. Highlights: An ERIC/CAPS Digest.
ED 315 705 (CG)

Built Environment
Teaching about the Built Environment. ERIC Digest.
ED 322 022 (SO)

Business Responsibility
The Role of Business in the Schools. The Best of ERIC on Educational Management Number 102.
ED 321 391 (EA)

Business Role
The Role of Business in Education. ERIC Digest Series Number 47.
ED 321 344 (EA)

Calculus
The Role of Calculus in College Mathematics. ERIC/SMEAC Mathematics Education Digest No. 1.
ED 321 970 (SE)

Capital Outlay (for Fixed Assets)
Achievement of Equity in Capital Outlay Financing: A Policy Analysis for the States.
ED 314 224 (RC)
Capital Outlay: A Critical Concern in Rural Education. ERIC Digest.
ED 319 583 (RC)

Captions
Closed Captioned Television for Adult LEP Literacy Learners. ERIC Digest.
ED 321 623 (FL)

Career Development
When Schools and Colleges Work Together. ERIC Digest 20-88.
ED 316 544 (SP)

Career Education
Career Education for Teen Parents. Trends and Issues Alerts.
ED 317 846 (CE)
Career Planning for Gifted and Talented Youth. ERIC Digest #E492.
ED 321 497 (EC)

Career Guidance
The Emerging Role of the Community College Counselor. Highlights: An ERIC/CAPS Digest.
ED 315 707 (CG)

Career Planning
Career Planning for Gifted and Talented Youth. ERIC Digest #E492.
ED 321 497 (EC)
Fostering the Postsecondary Aspirations of Gifted Urban Minority Students. ERIC Digest #E493.
ED 321 498 (EC)

Caregiver Speech
Pigeon-Birds and Rhyming Words: The Role of Parents in Language Learning. Language in Education: Theory and Practice.
ED 321 559 (FL)

Carl D Perkins Vocational Education Act 1984
Vocational Education Performance Standards. ERIC Digest No. 96.
ED 318 914 (CE)

Case Studies
The Case Method in Teacher Education: Alaskan Models. ERIC Digest.
ED 321 965 (RC)
Teaching and Teacher Education: 1989 AERA Division K Abstracts (1989).
ED 316 550 (SP)

Censorship
Censorship of Curriculum Materials. ERIC Digest Series Number EA44.
ED 315 864 (EA)
The Right To Read: Censorship in the School Library. ERIC Digest.
ED 319 067 (CS)

Certification
Coaching Certification. ERIC Digest.
ED 310 112 (SP)

Change Agents
Initiating Change in Schools.
ED 315 909 (EA)

Change Strategies
A Consumer's Guide to School Improvement. Trends and Issues Series, Number 4.
ED 313 800 (EA)
New Policy Guidelines for Reading: Connecting Research and Practice.
ED 311 393 (CS)
Restructuring American Schools: The Promise and the Pitfalls. ERIC/CUE Digest.
ED 314 546 (UD)
Restructuring the Schools. ERIC Digest Series Number EA 37.
ED 309 563 (EA)
State-Enforced Accountability of Local School Districts. ERIC Digest Series Number EA 36.
ED 309 556 (EA)

Child Abuse
Child Sexual Abuse: What It Is and How To Prevent It. ERIC Digest.
ED 321 843 (PS)
Counseling Abused Children. Highlights: An ERIC/CAPS Digest.
ED 315 706 (CG)

Child Advocacy
Supporting Gifted Education through Advocacy. ERIC Digest #E494.
ED 321 499 (EC)

Child Caregivers
Family Day Care: Discrepancies between Intended and Observed Caregiving Practices.
ED 321 912 (PS)

Child Development
Nurturing Giftedness in Young Children. ERIC Digest #E487.
ED 321 492 (EC)
The Role of Parent Involvement in Children's Academic Achievement: A Review of the Literature. Trends and Issues No. 14.
ED 322 285 (UD)

Child Language
Pigeon-Birds and Rhyming Words: The Role of Parents in Language Learning. Language in Education: Theory and Practice.
ED 321 559 (FL)

Child Neglect
Counseling Abused Children. Highlights: An ERIC/CAPS Digest.
ED 315 706 (CG)

Child Rearing
Helping Your Highly Gifted Child. ERIC Digest #E477.
ED 321 482 (EC)
Readings and Resources for Parents and Teachers of Gifted Children. ERIC Digest #E495.
ED 321 500 (EC)
Underachieving Gifted Students. ERIC Digest #E478.
ED 321 483 (EC)

Children
ERIC/EECE Digests Related to the Education and Care of Children from Birth through 12 Years of Age.
ED 319 537 (PS)
Write On: Children Writing in ESL.
ED 309 653 (FL)

Childrens Literature
Guiding the Gifted Reader. ERIC Digest #E481.
ED 321 486 (EC)
Using Literature To Teach Reading. ERIC Digest.
ED 313 687 (CS)

Childrens Rights
Educating Undocumented Children: A Review of Practices and Policies. A Trends and Issues Paper.
ED 319 585 (RC)

Chronological Age
Empowerment for Later Life.
ED 321 224 (CG)

Church Related Colleges
The Viability of the Private Junior College. New Directions for Community Colleges, Number 69.
ED 320 649 (JC)

Citizen Participation
Renewing Civic Capacity: Preparing College Students for Service and Citizenship. ASHE-ERIC Higher Education Report 8.
ED 320 524 (HE)

Citizenship Education
English Language Literacy and Other Requirements of the Amnesty Program. ERIC Q&A.
ED 321 616 (FL)
Geography Education for Citizenship.
ED 322 081 (SO)
James Madison and "The Federalist Papers."
ED 322 083 (SO)
Renewing Civic Capacity: Preparing College Students for Service and Citizenship. ASHE-ERIC Higher Education Report 8.
ED 320 524 (HE)
Renewing Civic Capacity: Preparing College Students for Service and Citizenship. ERIC Digest.
ED 321 704 (HE)
Schools and Civic Values. ERIC Trends/Issues Paper No. 2.
ED 313 270 (SO)

Citizenship Knowledge Test
English Language Literacy and Other Requirements of the Amnesty Program. ERIC Q&A.
ED 321 616 (FL)

Citizenship Responsibility
Renewing Civic Capacity: Preparing College Students for Service and Citizenship. ERIC Digest.
ED 321 704 (HE)
Schools and Civic Values. ERIC Trends/Issues Paper No. 2.
ED 313 270 (SO)

Civics
Renewing Civic Capacity: Preparing College Students for Service and Citizenship. ASHE-ERIC Higher Education Report 8.
ED 320 524 (HE)

Civil Rights Legislation
Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.
ED 316 616 (UD)

Class Activities
Computers in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.
ED 316 881 (CS)
Critical Thinking, Reading, and Writing. Teaching Resources in the ERIC Database (TRIED) Series.
ED 314 728 (CS)
Writing Exercises for High School Students. Teaching Resources in the ERIC Database (TRIED) Series.
ED 315 792 (CS)

Class Organization
Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61.
ED 319 876 (UD)

Classroom Communication
Educating Language-Minority Children.
ED 317 273 (PS)

Classroom Environment
Classroom Discipline. Research Roundup.
ED 318 133 (EA)
Family Day Care: Discrepancies between Intended and Observed Caregiving Practices.
ED 321 912 (PS)
Trends and Issues in Urban and Minority Education, 1989. Promoting the Achievement of At-Risk Students. Trends and Issues No. 13.
ED 315 484 (UD)
Voices from the Classroom: Educational Practice Can Inform Policy.
ED 311 550 (EA)
Whole Language: Integrating the Language Arts-and Much More. ERIC Digest.
ED 313 675 (CS)

Classroom Research
Second Language Classroom Research. ERIC Digest.
ED 321 550 (FL)

Classroom Techniques
Classroom Discipline. Research Roundup.
ED 318 133 (EA)
Correctional Education and the Community College. ERIC Digest.
ED 321 835 (JC)
More Than Meets The Eye: Foreign Language Reading. Language and Education: Theory and Practice.
ED 321 555 (FL)
Praise in the Classroom.
ED 313 108 (PS)
Preventive Discipline and Behavior Management Practices. Super Search Reprint No. 572.
ED 321 507 (EC)

Clearinghouses
ERIC Clearinghouse Publications, 1989. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1989.
ED 321 774 (IR)

Closed Captioned Television
Closed Captioned Television for Adult LEP Literacy Learners. ERIC Digest.
ED 321 623 (FL)

Codes of Ethics
Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.
ED 315 709 (CG)
Ethics and the School Administrator. The Best of ERIC on Educational Management, Number 100.
ED 311 606 (EA)
Media Ethics: Some Specific Problems. ERIC Digest.
ED 314 802 (CS)

Cognitive Ability
Language Aptitude Reconsidered. Language in Education: Theory and Practice, No. 74.
ED 321 573 (FL)

Cognitive Development
Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61.
ED 319 876 (UD)
Personal Computers Help Gifted Students Work Smart. ERIC Digest #E483.
ED 321 488 (EC)

Cognitive Processes
Adults with Learning Disabilities: An Overview for the Adult Educator. Information Series No. 337.
ED 315 664 (CE)
How Do Journalists Think? A Proposal for the Study of Cognitive Bias in Newsmaking.
ED 309 463 (CS)
Language Aptitude Reconsidered. ERIC Digest.
ED 318 226 (FL)

Cognitive Psychology
Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
ED 315 663 (CE)

Cognitive Style
The Role of Styles and Strategies in Second Language Learning. ERIC Digest.
ED 317 087 (FL)

Collaborative Learning
Computers and Opportunities for Literacy Development. ERIC/CUE Digest No. 54.
ED 311 120 (UD)

Collaboratives
Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62
ED 319 877 (UD)

Collective Bargaining
Working Together: The Collaborative Style of Bargaining.
ED 321 341 (EA)

College Administration
The American Community College. Second Edition. The Jossey-Bass Higher Education Series.
ED 309 828 (JC)
The Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
ED 317 145 (HE)
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Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
ED 317 096 (FL)

Writing Skills
Critical Thinking and Writing: Reclaiming the Essay. Monographs on Teaching Critical Thinking Number 3.
ED 309 457 (CS)
The Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research. ERIC Digest.
ED 315 063 (IR)
Write On: Children Writing in ESL.
ED 309 653 (FL)
Writing Exercises for High School Students. Teaching Resources in the ERIC Database (TRIED) Series.
ED 315 792 (CS)

Writing Teachers
Evaluating Student Writing: Methods and Measurement. ERIC Digest.
ED 315 785 (CS)

Written Language
Talking Adult ESL Students into Writing: Building on Oral Fluency To Promote Literacy. ERIC Digest.
ED 321 622 (FL)

Young Children
Beginning Literacy and Your Child.
ED 312 626 (CS)
Family Living: Suggestions for Effective Parenting.
ED 313 168 (PS)

Author Index

Abdal-Haqq, Ismat
The Influence of Reform on Inservice Teacher Education. ERIC Digest.
ED 322 147 (SP)
The Nature of Professional Development Schools. ERIC Digest 4-89.
ED 316 548 (SP)
Violence in Sports. ERIC Digest 1-89.
ED 316 547 (SP)

Adams, Marilyn Jager
Beginning Reading Instruction in the United States. ERIC Digest.
ED 321 250 (CS)

Aiex, Nola Kortner
Debate and Communication Skills. ERIC Digest.
ED 321 334 (CS)
How to "Read" Television: Teaching Students to View TV Critically. ERIC Digest.
ED 318 039 (CS)
Using Literature To Teach Reading. ERIC Digest.
ED 313 687 (CS)

Alvarez, Marino C.
Schema Activation, Construction, and Application. ERIC Digest.
ED 312 611 (CS)

Andrews, Carl
Evaluating Principals. Research Roundup.
ED 318 131 (EA)
Inducting Principals.
ED 311 593 (EA)

Applebee, Arthur N.
Book-Length Works Taught in High School English Courses. ERIC Digest.
ED 318 035 (CS)

Arnold, Allen D., Ed.
Alternative Funding Sources. New Directions for Community Colleges, Number 68.
ED 320 651 (JC)

Ascher, Carol
Assessing Bilingual Students for Placement and Instruction. ERIC/CUE Digest No. 65.
ED 322 273 (UD)
Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62.
ED 319 877 (UD)
Testing Students in Urban Schools: Current Problems and New Directions. Urban Diversity Series No. 100.
ED 322 283 (UD)
Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.
ED 311 147 (UD)

Aurnague-DeSpain, JeanMarie
Censorship of Curriculum Materials. ERIC Digest Series Number EA44.
ED 315 864 (EA)

Ayers, Jerry B.
Evaluating Workshops and Institutes. ERIC Digest.
ED 315 427 (TM)

Baas, Alan
Censorship of Curriculum Materials. ERIC Digest Series Number EA44.
ED 315 864 (EA)
The Role of Business in Education. ERIC Digest Series Number 47.
ED 321 344 (EA)

Bagin, Carolyn Boccella
Talking to Your Child's Teacher about Standardized Tests. ERIC Digest No. 106.
ED 315 434 (TM)
Talking to Your High School Students about Standardized Tests. ERIC Digest No. 105.
ED 315 435 (TM)

Banks, Debra L.
Organizing Institutional Research in the Community College. ERIC Digest.
ED 320 648 (JC)

Barnett, Marva A.
More Than Meets The Eye: Foreign Language Reading. Language and Education: Theory and Practice.
ED 321 555 (FL)

Baron, Barbara
Assessment for National Teacher Certification. ERIC Digest 7-88.
ED 316 545 (SP)

Baron, Naomi S.
Pigeon-Birds and Rhyming Words: The Role of Parents in Language Learning. Language in Education: Theory and Practice.
ED 321 559 (FL)
The Uses of Baby Talk. ERIC Digest.
ED 318 230 (FL)

Barron, Linda
Enhancing Learning in At-Risk Students: Applications of Video Technology. ERIC Digest.
ED 318 464 (IR)

Baum, Susan
Gifted but Learning Disabled: A Puzzling Paradox. ERIC Digest #E479.
ED 321 484 (EC)

Bean, Suzanne M.
Developing Leadership in Gifted Youth. ERIC Digest #E485.
ED 321 490 (EC)

Beattie, Elena D.
Selecting Microcomputer Courseware. ERIC Digest.
ED 315 062 (IR)

Behm, Mary
101 Ideas to Help Your Child Learn To Read and Write.
ED 314 737 (CS)

Behm, Richard
101 Ideas to Help Your Child Learn To Read and Write.
ED 314 737 (CS)

Bempechat, Janine
The Home and School Experiences of At-Risk Youth: An Annotated Bibliography of Research Studies.
ED 315 486 (UD)
The Role of Parent Involvement in Children's Academic Achievement: A Review of the Literature. Trends and Issues No. 14.
ED 322 285 (UD)
Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors. ERIC/CUE Digest No. 58.
ED 316 615 (UD)
Trends and Issues in Urban and Minority Education, 1989. Promoting the Achievement of At-Risk Students. Trends and Issues No. 13.
ED 315 484 (UD)
Underachievement and Educational Disadvantage: The Home and School Experience of At-Risk Youth. Urban Diversity Series No. 99.
ED 315 485 (UD)

Benally, Elaine Roanhorse, Comp.
American Indian Education: A Directory of Organizations and Activities in American Indian Education. Document No. 29. Revised.
ED 321 941 (RC)

Bensimon, Estela M.
Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
ED 316 074 (HE)

Making Sense of Administrative Leadership. The "L" Word in Higher Education. ERIC Digest.
ED 317 099 (HE)

Berger, Sandra L.
College Planning for Gifted and Talented Youth. ERIC Digest #E490.
ED 321 495 (EC)
Mentor Relationships and Gifted Learners. ERIC Digest #E486.
ED 321 491 (EC)
Supporting Gifted Education through Advocacy. ERIC Digest #E494.
ED 321 499 (EC)
Underachieving Gifted Students. ERIC Digest #E478.
ED 321 483 (EC)

Berger, Sandra L., Comp.
Readings and Resources for Parents and Teachers of Gifted Children. ERIC Digest #E495.
ED 321 500 (EC)

Berger, Sandra L., Ed.
Gifted Students: Flyer File.
ED 321 480 (EC)

Beswick, Richard
Racism in America's Schools. ERIC Digest Series, Number EA 49.
ED 320 196 (EA)

Beverstock, Caroline
Adult Literacy: Contexts and Challenges.
ED 321 251 (CS)

Bielefeldt, Talbot
Classroom Discipline. Research Roundup.
ED 318 133 (EA)

Blanton, Linda
Talking Adult ESL Students into Writing: Building on Oral Fluency To Promote Literacy. ERIC Digest.
ED 321 622 (FL)

Blosser, Patricia E.
The Impact of Educational Reform on Science Education. ERIC/SMEAC Science Education Digest, No. 4.
ED 320 764 (SE)
Procedures To Increase the Entry of Women in Science-Related Careers. ERIC/SMEAC Science Education Digest No. 1.
ED 321 977 (SE)

Boren, Sue
Experiential Learning of Mathematics: Using Manipulatives. ERIC Digest.
ED 321 967 (RC)

Bowers, Bruce C.
Alternatives to Standardized Educational Assessment. ERIC Digest Series Number EA 40.
ED 312 773 (EA)
Initiating Change in Schools.
ED 315 909 (EA)
State Efforts To Deregulate Education. ERIC Digest Series Number EA 51.
ED 321 368 (EA)
State-Enforced Accountability of Local School Districts. ERIC Digest Series Number EA 36.
ED 309 556 (EA)

Bowman, Barbara T.
Educating Language-Minority Children.
ED 317 273 (PS)

Boyd, Ronald T. C.
Improving Teacher Evaluations. ERIC Digest No. 111.
ED 315 431 (TM)

Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1989. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1989.
ED 321 774 (IR)

Braun, Patty
Social Studies and the Disabled Reader. ERIC Digest.
ED 322 080 (SO)

Brawer, Florence B.
The American Community College. Second Edition. The Jossey-Bass Higher Education Series.
ED 309 828 (JC)

Bridges, Edwin M.
Managing the Incompetent Teacher. Second Edition.
ED 320 195 (EA)

Brittingham, Barbara E.
The Campus Green: Fund Raising in Higher Education. ASHE-ERIC Higher Education Report 1.
ED 321 706 (HE)
The Campus Green: Fund Raising in Higher Education. ERIC Digest.
ED 321 705 (HE)

Brod, Shirley
Recruiting and Retaining Language Minority Students in Adult Literacy Programs. ERIC Digest.
ED 321 621 (FL)

Brown, Patricia Clark
Kindergarten Curriculum Materials.
ED 321 913 (PS)

Buchanan, Keith
Vocational English-as-a-Second-Language Programs. ERIC Digest.
ED 321 551 (FL)

Buescher, Thomas M.
Helping Adolescents Adjust to Giftedness. ERIC Digest #E489.
ED 321 494 (EC)

Burke, Michael A.
Distance Education and the Changing Role of the Library Media Specialist.
ED 321 775 (IR)

Byrnes, Heidi
Foreign Language Program Articulation from High School to the University. ERIC Digest.
ED 321 586 (FL)

Carey, Deborah A.
Teaching Mathematics with Understanding to Limited English Proficient Students. Urban Diversity Series No. 101.
ED 322 284 (UD)

Carrera, John Willshire
Educating Undocumented Children: A Review of Practices and Policies. A Trends and Issues Paper.
ED 319 585 (RC)

Caruso, David
Cooperative Problem-Solving in the Classroom.
ED 310 881 (PS)

Catanzaro, James L., Ed.
Alternative Funding Sources. New Directions for Community Colleges, Number 68.
ED 320 651 (JC)

Chandler, Carolyn Ebel
Using Newspapers in the ESL Literacy Classroom. ERIC Digest.
ED 321 619 (FL)

Childs, Ruth Axman
Constructing Classroom Achievement Tests. ERIC Digest.
ED 315 426 (TM)
Legal Issues in Testing.
ED 320 964 (TM)

Ciechalski, Joseph C., Ed
Elementary School Counseling in a Changing World.
ED 315 684 (CG)

Cohen, Arthur M.
The American Community College. Second Edition. The Jossey-Bass Higher Education Series.
ED 309 828 (JC)
Commitment to Transfer. ERIC Digest.
ED 310 832 (JC)

Cohen, Linda M.
Meeting the Needs of Gifted and Talented Minority Language Students. ERIC Digest #E480.
ED 321 485 (EC)

Colby, Anita
Improving Academic Advising at the Community College. ERIC Digest.
ED 320 647 (JC)
Organizing Institutional Research in the Community College. ERIC Digest.
ED 320 648 (JC)

Cole, Robert
Small Schools: An International Overview. ERIC Digest.
ED 317 332 (RC)

Conoley, Jane Close
Understanding Achievement Tests: A Guide for School Administrators.
ED 314 426 (TM)

Conti, Gary J.
Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
ED 315 663 (CE)

Cousin, Patricia Tefft
Content Area Textbooks: Friends or Foes? ERIC Digest.
ED 321 249 (CS)

Crampton, Faith E.
Fiscal Policy Issues and School Reform. ERIC Digest Series Number EA 50.
ED 321 342 (EA)

Crosby-Muilenburg, Corryn
Finding Non-Commercial Tests. ERIC Digest No. 110.
ED 315 428 (TM)

Cummings, Carolyn
Appropriate Public School Programs for Young Children. ERIC Digest.
ED 321 890 (PS)

Curry, Jennifer
The Role of the Community College in the Creation of a Multi-Ethnic Teaching Force. ERIC Digest.
ED 317 542 (SP)

Danziger, Sandra
Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.
ED 315 704 (CG)

Davis, Susan J.
Integrating Literature into Middle School Reading Classrooms. ERIC Digest.
ED 316 853 (CS)
Language Arts for Gifted Middle School Students. Teaching Resources in the ERIC Database (TRIED) Series.
ED 319 046 (CS)

Deegan, William L., Ed.
Perspectives on Student Development. New Directions for Community Colleges, Number 67.
ED 310 829 (JC)

Delisle, James
Underachieving Gifted Students. ERIC Digest #E478.
ED 321 483 (EC)

Dilworth, Mary E.
Reading Between the Lines: Teachers and Their Racial/Ethnic Cultures. Teacher Education Monograph No. 11.
ED 322 148 (SP)

Disinger, John F.
Environmental Education for a Sustainable Future. ERIC/SMEAC Environmental Education Digest No. 1.
ED 320 765 (SE)
Environmental Education that Makes a Difference–Knowledge to Behavior Changes. ERIC/SMEAC Environmental Education Digest No. 4, 1988.
ED 320 761 (SE)
Recent Developments in College Level Environmental Studies Courses and Programs. ERIC/SMEAC Environmental Education Digest No. 2, 1988.
ED 319 629 (SE)
Resources for Educational Materials Related to Environmental Education, K-12. ERIC/SMEAC Environmental Education Digest No. 4.
ED 321 976 (SE)
Teaching Environmental Education Using Out-of-School Settings and Mass Media. ERIC/SMEAC Environmental Education Digest No. 1, 1988.
ED 320 759 (SE)

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Driscoll, Amy
Praise in the Classroom.
ED 313 108 (PS)

Echternacht, Gary
Interpreting Test Scores for Compensatory Education Students. ERIC Digest.
ED 314 428 (TM)

Eheart, Brenda Krause
Family Day Care: Discrepancies between Intended and Observed Caregiving Practices.
ED 321 912 (PS)

Eisenberg, Michael B.
Access Points to ERIC: An Update. ERIC Digest.
ED 310 780 (IR)
Trends and Issues in Library and Information Science, 1988.
ED 314 099 (IR)

Eissenberg, Thomas E.
State Testing of Teachers: The 1989 Report. ERIC Digest.
ED 315 433 (TM)

Ekstrand, Richard E.
Preparation for Special Education Hearings: A Practical Guide to Lessening the Trauma of Due Process Hearings.
ED 312 854 (EC)

Ellis, Thomas I.
Counselors and Teachers as Student Advisors. Highlights: An ERIC/CAPS Digest.
ED 315 703 (CG)
Invitational Learning for Counseling and Development. Highlights: An ERIC/CAPS Digest.
ED 315 702 (CG)
The Missouri Comprehensive Guidance Model. Highlights: An ERIC/CAPS Digest.
ED 315 699 (CG)

Eveslage, Thomas
The Supreme Court on "Hazelwood": A Reversal on Regulation of Student Expression. ERIC Digest No. 8.
ED 321 253 (CS)

Farber, Naomi
Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.
ED 315 704 (CG)

Feichtner, Sheila H.
School-to-Work Transition for At-Risk Youth. Information Series No. 339.
ED 315 666 (CE)

Fellenz, Robert A.
Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
ED 315 663 (CE)

Ferrell, Susan
Adult Literacy Programs in Rural Areas. ERIC Digest.
ED 321 966 (RC)

Fisher, Robert L.
When Schools and Colleges Work Together. ERIC Digest 20-88.
ED 316 544 (SP)

Flinders, David J.
Voices from the Classroom: Educational Practice Can Inform Policy.
ED 311 550 (EA)

Garcia, Eugene
Bilingualism and the Academic Performance of Mexican-American Children: The Evolving Debate. ERIC Digest.
ED 321 963 (RC)

Gardner, Eric
Five Common Misuses of Tests. ERIC Digest No. 108.
ED 315 429 (TM)

Gaunt, Philip
Teaching about Western Europe. ERIC Digest.
ED 322 023 (SO)

Gaustad, Joan
Gangs. ERIC Digest Series Number EA 52.
ED 321 419 (EA)
School Security. ERIC Digest Series Number EA 46.
ED 321 343 (EA)

Gerler, Edwin R., Jr., Ed.
Elementary School Counseling in a Changing World.
ED 315 684 (CG)

Ginsburg, Herbert P.
Underachievement and Educational Disadvantage: The Home and School Experience of At-Risk Youth. Urban Diversity Series No. 99.
ED 315 485 (UD)

Goff, Kathy
Fostering Academic Creativity in Gifted Students. ERIC Digest #E484.
ED 321 489 (EC)

Golden, Larry
Brief Family Consultation in Schools. Highlights: An ERIC/CAPS Digest.
ED 315 705 (CG)

Goodship, Joan M.
Life Skills Mastery for Students with Special Needs. ERIC Digest #E469.
ED 321 502 (EC)

Gottlieb, Stephen S.
Media Ethics: Some Specific Problems. ERIC Digest.
ED 314 802 (CS)
The Right To Read: Censorship in the School Library. ERIC Digest.
ED 319 067 (CS)

Grabowski, Barbara L.
Interactive Videodisc: An Emerging Technology for Educators. ERIC Digest.
ED 315 064 (IR)

Graves, Ginny
Teaching about the Built Environment. ERIC Digest.
ED 322 022 (SO)

Greenlaw, M. Jean
Fostering the Postsecondary Aspirations of Gifted Urban Minority Students. ERIC Digest #E493.
ED 321 498 (EC)

Grist, Susan
Computerized Adaptive Tests. ERIC Digest No. 107.
ED 315 425 (TM)

Gross, Paget H.
How Do Journalists Think? A Proposal for the Study of Cognitive Bias in Newsmaking.
ED 309 463 (CS)

Guetzloe, Eleanor C.
Youth Suicide: What the Educator Should Know. A Special Educator's Perspective.
ED 316 963 (EC)

Gysbers, Norman C.
Comprehensive Guidance Programs That Work.
ED 314 660 (CG)

Ha[illegible]man, Margaret
Drug Testing. ERIC Digest Series Number EA35 (Revised).
ED 316 957 (EA)

Halsted, Judith Wynn
Guiding the Gifted Reader. ERIC Digest #E481.
ED 321 486 (EC)

Harste, Jerome C.
New Policy Guidelines for Reading: Connecting Research and Practice.
ED 311 393 (CS)

Hartshorn, Robert
Experiential Learning of Mathematics: Using Manipulatives. ERIC Digest.
ED 321 967 (RC)

Harvey, William
Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
ED 316 075 (HE)
Affirmative Rhetoric, Negative Action. African-American and Hispanic Faculty at Predominantly White Institutions. ERIC Digest.
ED 317 100 (HE)

Heaney, Barbara
The Assessment of Educational Outcomes. ERIC Digest.
ED 321 834 (JC)

Helgeson, Stanley L.
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Science. ERIC/SMEAC Science Education Digest No. 1, 1989.
ED 320 762 (SE)
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Mathematics. ERIC/SMEAC Mathematics Education Digest No. 2.
ED 321 974 (SE)
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Science. ERIC/SMEAC Science Education Digest No. 2, 1989.
ED 320 763 (SE)

Hernandez, Kathleen Rodarte
Are New Models of Student Development Needed? ERIC Digest.
ED 321 791 (JC)

Hickey, M. Gail
Social Studies and the Disabled Reader. ERIC Digest.
ED 322 080 (SO)

Higham, Sharon
Helping Adolescents Adjust to Giftedness. ERIC Digest #E489.
ED 321 494 (EC)

Hitz, Randy
Praise in the Classroom.
ED 313 108 (PS)

Holt, Evelyn R.
"Remember the Ladies"–Women in the Curriculum. ERIC Digest.
ED 319 652 (SO)

Honeyman, David S.
Financing Rural and Small Schools: Issues of Adequacy and Equity.
ED 314 225 (RC)

Howe, Robert W.
Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest No. 3, 1988.
ED 319 628 (SE)
Environmental Education that Makes a Difference–Knowledge to Behavior Changes. ERIC/SMEAC Environmental Education Digest No. 4, 1988.
ED 320 761 (SE)
Linking Environmental Education with Environmental and Health Hazards in the Home. ERIC/SMEAC Environmental Education Digest No. 3, 1988.
ED 320 760 (SE)
Recent Developments in College Science Programs and Courses. ERIC/SMEAC Science Education Digest No. 4.
ED 320 758 (SE)
Resources for Educational Materials Related to Environmental Education, K-12. ERIC/SMEAC Environmental Education Digest No. 4.
ED 321 976 (SE)
Resources for Educational Materials Related to Science Education, K-12. ERIC/SMEAC Science Education Digest No. 3.
ED 321 972 (SE)
Sources of Information about Promising and Exemplary Programs and Materials for Elementary and Secondary Environmental Education. ERIC/SMEAC Environmental Education Digest No. 3.
ED 321 975 (SE)
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Mathematics. ERIC/SMEAC Mathematics Education Digest No. 1.
ED 321 973 (SE)
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Science. ERIC/SMEAC Science Education Digest No. 1, 1989.
ED 320 762 (SE)
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Science. ERIC/SMEAC Science Education Digest No. 2, 1989.

ED 320 763 (SE)
Students at Risk in Mathematics: Implications for Elementary Schools. ERIC/SMEAC Mathematics Education Digest No. 2.
ED 321 971 (SE)
Teaching Environmental Education Using Out-of-School Settings and Mass Media. ERIC/SMEAC Environmental Education Digest No. 1, 1988.
ED 320 759 (SE)

Howley, Craig B.
Capital Outlay: A Critical Concern in Rural Education. ERIC Digest.
ED 319 583 (RC)
Undocumented Children in the Schools: Successful Strategies and Policies. ERIC Digest.
ED 321 962 (RC)

Hudelson, Sarah
Write On: Children Writing in ESL.
ED 309 653 (FL)

Huey, Wayne C.
Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.
ED 315 709 (CG)

Hunter, James
Capital Outlay: A Critical Concern in Rural Education. ERIC Digest.
ED 319 583 (RC)
Undocumented Children in the Schools: Successful Strategies and Policies. ERIC Digest.
ED 321 962 (RC)

Hyslop, Nancy B.
Evaluating Student Writing: Methods and Measurement. ERIC Digest.
ED 315 785 (CS)

Imel, Susan
Career Education for Teen Parents. Trends and Issues Alerts.
ED 317 846 (CE)
Employers' Expectations of Vocational Education. ERIC Digest No. 90.
ED 312 454 (CE)
Entrepreneurship Education. Trends and Issues Alerts.
ED 312 411 (CE)
Environmental Adult Education. Trends and Issues Alerts.
ED 321 154 (CE)
Jobs in the Future. ERIC Digest No. 95.
ED 318 913 (CE)
Managing Your Professional Development: A Guide for Part-Time Teachers of Adults. ERIC Digest.
ED 321 155 (CE)
The New Work Force. Trends and Issues Alerts.
ED 312 412 (CE)
Vocational Education in Corrections. Trends and Issues Alerts.
ED 317 847 (CE)
Vocational Education Performance Standards. ERIC Digest No. 96.
ED 318 914 (CE)

Jacoby, Barbara
The Student as Commuter: Developing a Comprehensive Institutional Response. ASHE-ERIC Report No. 7.
ED 319 298 (HE)
The Student as Commuter: Developing a Comprehensive Institutional Response. ERIC Digest.
ED 319 297 (HE)

Johns, Jerry L.
Integrating Literature into Middle School Reading Classrooms. ERIC Digest.
ED 316 853 (CS)
Language Arts for Gifted Middle School Students. Teaching Resources in the ERIC Database (TRIED) Series.
ED 319 046 (CS)

Jones, Dionne J.
High-Risk Students and Higher Education: Future Trends. ASHE-ERIC Higher Education Report No. 3.
ED 321 726 (HE)

Jones, Geoffrey
Personal Computers Help Gifted Students Work Smart. ERIC Digest #E483.
ED 321 488 (EC)

Kaplan, Leslie S.
Helping Gifted Students with Stress Management. ERIC Digest #E488.
ED 321 493 (EC)

Karnes, Frances A.
Developing Leadership in Gifted Youth. ERIC Digest #E485.
ED 321 490 (EC)

Kasten, Margaret
The Role of Calculus in College Mathematics. ERIC/SMEAC Mathematics Education Digest No. 1.
ED 321 970 (SE)
Students at Risk in Mathematics: Implications for Elementary Schools. ERIC/SMEAC Mathematics Education Digest No. 2.
ED 321 971 (SE)

Katz, Lilian G.
Family Living: Suggestions for Effective Parenting.
ED 313 168 (PS)

Kauffman, Dagmar
Successful Minority Teacher Education Recruitment Programs. ERIC Digest.
ED 318 738 (SP)

Kennedy, Mary M.
Trends and Issues In: Teachers' Subject Matter Knowledge. Trends and Issues Paper No. 1.
ED 322 100 (SP)

Kerka, Sandra
Career Education for Teen Parents. Trends and Issues Alerts.
ED 317 846 (CE)
Cooperative Education: Characteristics and Effectiveness. ERIC Digest No. 91.
ED 312 455 (CE)
Flexible Work Schedules. ERIC Digest.
ED 321 157 (CE)
Job-Related Basic Skills. ERIC Digest No. 94.
ED 318 912 (CE)
Women, Work, and Literacy. ERIC Digest No. 92.
ED 312 456 (CE)

Kerr, Barbara
Career Planning for Gifted and Talented Youth. ERIC Digest #E492.
ED 321 497 (EC)

Klauke, Amy
Choice in the Public Schools. ERIC Digest Series Number EA 39.
ED 309 565 (EA)
Coping with Changing Demographics. ERIC Digest Series Number EA45.
ED 315 865 (EA)
Drug Testing. ERIC Digest Series Number EA35 (Revised).
ED 316 957 (EA)
Restructuring the Schools. ERIC Digest Series Number EA 37.
ED 309 563 (EA)

Kleifgen, Jo Anne
Computers and Opportunities for Literacy Development. ERIC/CUE Digest No. 54.
ED 311 120 (UD)

Kleinfeld, Judith
The Case Method in Teacher Education: Alaskan Models. ERIC Digest.
ED 321 965 (RC)

Koballa, Thomas R., Jr.
A Summary of Research in Science Education–1988.
ED 321 969 (SE)

Krause, Julie
Telecommunications in Foreign Language Education: A Resource List. ERIC Digest.
ED 317 039 (FL)

Lange, Dale L.
Assessing Language Proficiency for Credit in Higher Education. ERIC Digest.
ED 321 588 (FL)

Lankard, Bettina A.
The Multicultural Work Force. Trends and Issues Alerts.
ED 321 153 (CE)

Leavitt, Robin Lynn
Family Day Care: Discrepancies between Intended and Observed Caregiving Practices.
ED 321 912 (PS)

Leming, Robert S.
Guide to Resources in Law-Related Education.
ED 316 489 (SO)

Liontos, Lynn Balster
AIDS/HIV Education. ERIC Digest Series Number EA 38.
ED 309 564 (EA)
Collaboration between Schools and Social Services. ERIC Digest Series, Number EA 48.
ED 320 197 (EA)

Lowry, Cheryl Meredith
Helping At-Risk Youth Make the School-to-Work Transition. ERIC Digest.
ED 321 158 (CE)
Supporting and Facilitating Self-Directed Learning. ERIC Digest No. 93.
ED 312 457 (CE)
Teaching Adults with Learning Disabilities. ERIC Digest No. 99.
ED 321 156 (CE)

Lumsden, Linda S.
Meeting the Special Needs of Drug-Affected Children. ERIC Digest Series Number EA 53.
ED 321 424 (EA)

Lutz, Frank W.
Trends and Options in the Reorganization or Closure of Small or Rural Schools and Districts. ERIC Digest.
ED 321 964 (RC)

Lytle, Susan L.
Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.
ED 315 665 (CE)

Marshall, William J. A.
Power: An Administrator's Guide along the Corridors of Arrogance.
ED 321 723 (HE)

Matter, M. Kevin
Communicating Scholastic Success. ERIC Digest.
ED 315 424 (TM)

Mauch, James E.
The Emeritus Professor: Old Rank, New Meaning. ASHE/ERIC Higher Education Report No. 2.
ED 321 725 (HE)
The Emeritus Professor: Old Rank, New Meaning. ERIC Digest.
ED 321 724 (HE)

Mayville, Zari
Emerging Trends in Higher Education.
ED 317 109 (HE)

McDonnell, Lorraine M.
Restructuring American Schools: The Promise and the Pitfalls. ERIC/CUE Digest.
ED 314 546 (UD)

McEachern, William Ross
Supporting Emergent Literacy among Young American Indian Students.
ED 319 581 (RC)

McFadden, Emily Jean
Counseling Abused Children. Highlights: An ERIC/CAPS Digest.
ED 315 706 (CG)

McGowen, Carolyn Smith
Remedial Reading for Elementary School Students. Teaching Resources in the ERIC Database (TRIED) Series.
ED 316 837 (CS)

McIntosh, Margaret E.
Fostering the Postsecondary Aspirations of Gifted Urban Minority Students. ERIC Digest #E493.
ED 321 498 (EC)

McLaughlin, Pamela
Computer-Based Education. The Best of ERIC, 1987.
ED 318 474 (IR)

Computer-Based Education. The Best of ERIC, 1988.
ED 318 471 (IR)

McQueen, Judy
Creating and Maintaining the Bibliographic Database for Library Automation. ERIC Digest.
ED 321 773 (IR)

Measell, James S.
Teaching the Introductory Public Relations Course: A Communication Perspective.
ED 321 335 (CS)

Mehrens, William A.
Preparing Students To Take Standardized Achievement Tests. ERIC Digest.
ED 314 427 (TM)

Mestre, Jose
Hispanic and Anglo Students' Misconceptions in Mathematics. ERIC Digest.
ED 313 192 (RC)

Metz, Elizabeth
The Issue: Adult Literacy Assessment. ERIC Digest.
ED 310 369 (CS)

Miller, Richard C.
Discovering Mathematical Talent. ERIC Digest #E482.
ED 321 48/ (EC)

Mills, Geoffrey E.
A Consumer's Guide to School Improvement. Trends and Issues Series, Number 4.
ED 313 800 (EA)

Mitchell, Vernay
Curriculum and Instruction To Reduce Racial Conflict. ERIC/CUE Digest No. 64.
ED 322 274 (UD)

Morey, Ann I., Ed.
Designing Programs for New Teachers: The California Experience.
ED 319 145 (EA)

Morgan, Mary
Critical Thinking, Reading, and Writing. Teaching Resources in the ERIC Database (TRIED) Series.
ED 314 728 (CS)

Morse, Suzanne W.
Renewing Civic Capacity: Preparing College Students for Service and Citizenship. ASHE-ERIC Higher Education Report 8.
ED 320 524 (HE)
Renewing Civic Capacity: Preparing College Students for Service and Citizenship. ERIC Digest.
ED 321 704 (HE)

Murphy, Diane S., Ed.
Designing Programs for New Teachers: The California Experience.
ED 319 145 (EA)

Myers, Jane E.
Empowerment for Later Life.
ED 321 224 (CG)

Myrick, Robert D.
The Teacher Advisor Program: An Innovative Approach to School Guidance.
ED 316 791 (CG)

Newkirk, Thomas
Critical Thinking and Writing: Reclaiming the Essay. Monographs on Teaching Critical Thinking Number 3.
ED 309 457 (CS)

Newman, Anabel Powell
Adult Literacy: Contexts and Challenges.
ED 321 251 (CS)

Nunan, David
Second Language Classroom Research. ERIC Digest.
ED 321 550 (FL)

O'Banion, Terry, Ed.
Perspectives on Student Development. New Directions for Community Colleges, Number 67.
ED 310 829 (JC)

O'Rourke, Kathleen, Ed.
The Challenge of Counseling in Middle Schools.
ED 321 161 (CG)

Otuya, Ebo, Jr.
Demand and Supply of Minority Teachers. ERIC Digest 12-88.
ED 316 546 (SP)

Oxford, Rebecca
The Role of Styles and Strategies in Second Language Learning. ERIC Digest.
ED 317 087 (FL)

Pallas, Aaron M.
Making Schools More Responsive to At-Risk Students. ERIC/CUE Digest No. 60.
ED 316 617 (UD)

Parker, Larry D., Ed.
Elementary School Counseling in a Changing World.
ED 315 684 (CG)

Parry, Thomas S., Ed.
Language Aptitude Reconsidered. Language in Education: Theory and Practice, No. 74.
ED 321 573 (FL)

Passow, A. Harry
Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61.
ED 319 876 (UD)

Patrick, John J.
James Madison and "The Federalist Papers."
ED 322 083 (SO)
Schools and Civic Values. ERIC Trends/Issues Paper No. 2.
ED 313 270 (SO)
Social Studies Curriculum Reform Reports. ERIC Digest.
ED 322 021 (SO)

Peach, Lucinda J.
Guide to Resources in Law-Related Education.
ED 316 489 (SO)

Pepper, Floy C.
Unbiased Teaching about American Indians and Alaska Natives in Elementary Schools. ERIC Digest.
ED 321 968 (RC)

Peterson, David
Parent Involvement in the Educational Process. ERIC Digest Series Number EA 43.
ED 312 776 (EA)
Strategic Planning. ERIC Digest Series Number EA 41.
ED 312 774 (EA)
Superintendent Evaluation. ERIC Digest Series Number EA 42.
ED 312 775 (EA)

Peyton, Joy Kreeft
Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
ED 317 096 (FL)

Pezzullo, Thomas R.
The Campus Green: Fund Raising in Higher Education. ASHE-ERIC Higher Education Report 1.
ED 321 706 (HE)
The Campus Green: Fund Raising in Higher Education. ERIC Digest.
ED 321 705 (HE)

Piele, Philip K.
The Politics of Technology Utilization: From Microcomputers to Distance Learning. Trends & Issues Series, Number 3. A Series of Papers Highlighting Recent Developments in Research and Practice in Educational Management.
ED 318 132 (EA)

Piele, Philip K., Ed.
School Leadership: Handbook for Excellence. Second Edition.
ED 309 504 (EA)

Pinkerton, Dianna
Extended School Year (ESY). ERIC Digest #E471.
ED 321 503 (EC)

Plake, Barbara S.
Understanding Achievement Tests: A Guide for School Administrators.
ED 314 426 (TM)

Pollack, Seth D.
The Home and School Experiences of At-Risk Youth: An Annotated Bibliography of Research Studies.
ED 315 486 (UD)

Powell, Douglas R.
Parent Education and Support Programs. ERIC Digests.
ED 320 661 (PS)

Preston, Nancy R.
Selecting Microcomputer Courseware. ERIC Digest.
ED 315 062 (IR)

Preston, Nancy R., Comp.
Automating the School Library Media Center. A Select ERIC Bibliography. Mini-Bib.
ED 320 611 (IR)
Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib.
ED 319 414 (IR)
Library and Information Services for Literacy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib.
ED 320 572 (IR)
Library and Information Services for Productivity. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib.
ED 320 573 (IR)
The 1979 and 1991 White House Conferences on Library and Information Services. Bibliography.
ED 320 608 (IR)

Preston, Nancy R., Ed.
Trends and Issues in Educational Technology: 1989. ERIC Digest.
ED 320 569 (IR)

Prior, Warren R.
Teaching about Australia. ERIC Digest.
ED 319 651 (SO)

Pulliams, Preston
The Emerging Role of the Community College Counselor. Highlights: An ERIC/CAPS Digest.
ED 315 707 (CG)

Purkey, William W.
Invitational Learning for Counseling and Development.
ED 314 708 (CG)

Purves, Alan C.
Testing Literature: The Current State of Affairs. ERIC Digest.
ED 321 261 (CS)

Quimbita, Grace
Internationalizing the Community College: Examples of Success. ERIC Digest.
ED 321 833 (JC)
Student Tracking Systems in Community Colleges. ERIC Digest, September 1989.
ED 310 833 (JC)

Railsback, Gary
Improving Academic Advising at the Community College. ERIC Digest.
ED 320 647 (JC)

Reeves, Jane
Elementary School Foreign Language Programs. ERIC Digest.
ED 309 652 (FL)

Reinhold, Fran
Use of Local Area Networks in Schools. ERIC Digest.
ED 316 249 (IR)

Remley, Theodore P., Jr.
Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.
ED 315 709 (CG)

Reyhner, Jon
Changes in American Indian Education: A Historical Retrospective for Educators in the United States. ERIC Digest.
ED 314 228 (RC)

Risko, Victoria J.
Schema Activation, Construction, and Application. ERIC Digest.
ED 312 611 (CS)

Roblyer, M. D.
The Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research. ERIC Digest.
ED 315 063 (IR)

Roedell, Wendy C.
Nurturing Giftedness in Young Children. ERIC Digest #E487.
ED 321 492 (EC)

Ross-Gordon, Jovita M.
Adults with Learning Disabilities: An Overview for the Adult Educator. Information Series No. 337.
ED 315 664 (CE)

Rudman, Herbert C.
Integrating Testing with Teaching. ERIC Digest.
ED 315 432 (TM)

Rudner, Lawrence M.
State Testing of Teachers: The 1989 Report. ERIC Digest.
ED 315 433 (TM)

Rudner, Lawrence M., Ed.
Understanding Achievement Tests: A Guide for School Administrators.
ED 314 426 (TM)

Russell, Linda
The GED Testing Program. ERIC Digest.
ED 314 430 (TM)

Schwartz, Henrietta S., Ed.
Collaboration: Building Common Agendas. Teacher Education Monograph No. 10.
ED 320 890 (SP)

Schwartz, Wendy
Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 44.
ED 311 136 (UD)

Schweitzer, Cathie
Coaching Certification. ERIC Digest.
ED 310 112 (SP)

Scott, James J.
The Collaborative School: A Work Environment for Effective Instruction.
ED 316 918 (EA)

Secada, Walter G.
Teaching Mathematics with Understanding to Limited English Proficient Students. Urban Diversity Series No. 101.
ED 322 284 (UD)

Sensenbaugh, Roger
Multiplicities of Literacies in the 1990s. ERIC Digest.
ED 320 138 (CS)

Shermis, Michael
Critical Thinking, Reading, and Writing. Teaching Resources in the ERIC Database (TRIED) Series.
ED 314 728 (CS)

Sherwood, Topper
Got the Education Beat? Use ERIC! A Journalist's Handbook about the Educational Resources Information Center (ERIC).
ED 319 582 (RC)

Short, Deborah J.
Teaching Mathematics to Limited English Proficient Students. ERIC Digests.
ED 317 086 (FL)

Silvern, Linda R.
Beginning Literacy and Your Child.
ED 312 626 (CS)

Silvern, Stephen B.
Beginning Literacy and Your Child.
ED 312 626 (CS)

Sirvis, Barbara
Students with Specialized Health Care Needs. ERIC Digest #458.
ED 309 590 (EC)

Smith, Carl B.
An Overview of the ERIC Clearinghouse on Reading and Communication Skills. ERIC/RCS White Paper No. 1 (1990).
ED 316 838 (CS)

Smith, Daryl G.
The Challenge of Diversity. Involvement or Alienation in the Academy? ASHE-ERIC Higher Education Report No. 5, 1989.
ED 314 987 (HE)
The Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
ED 317 145 (HE)

Smith, Jennifer J.
Closed Captioned Television for Adult LEP Literacy Learners. ERIC Digest.
ED 321 623 (FL)

Smith, Stuart C.
The Collaborative School: A Work Environment for Effective Instruction.
ED 316 918 (EA)
Working Together: The Collaborative Style of Bargaining.
ED 321 341 (EA)

Smith, Stuart C., Ed.
School Leadership: Handbook for Excellence. Second Edition.
ED 309 504 (EA)

Sorenson, Sharon
Computers in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.
ED 316 881 (CS)

Sosa, Alicia
Making Education Work for Mexican-Americans: Promising Community Practices. ERIC Digest.
ED 319 580 (RC)

Spanos, George
Closed Captioned Television for Adult LEP Literacy Learners. ERIC Digest.
ED 321 623 (FL)
Teaching Mathematics to Limited English Proficient Students. ERIC Digests.
ED 317 086 (FL)

Spener, David
English Language Literacy and Other Requirements of the Amnesty Program. ERIC Q&A.
ED 321 616 (FL)
The Freirean Approach to Adult Literacy Education. NCLE Q&A.
ED 321 615 (FL)

Sprik, Jeanette
Counseling and Guidance Software. Highlights: An ERIC/CAPS Digest.
ED 315 701 (CG)

Stansfield, Charles W.
Language Aptitude Reconsidered. ERIC Digest.
ED 318 226 (FL)
Simulated Oral Proficiency Interviews. ERIC Digest.
ED 317 036 (FL)

Stansfield, Charles W., Ed.
Language Aptitude Reconsidered. Language in Education: Theory and Practice, No. 74.
ED 321 573 (FL)

Stark, Joan S.
Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.
ED 317 121 (HE)
Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement. ERIC Digest.
ED 317 146 (HE)

Staver, John R.
A Summary of Research in Science Education–1987.
ED 309 921 (SE)

Stocking, S. Holly
How Do Journalists Think? A Proposal for the Study of Cognitive Bias in Newsmaking.
ED 309 463 (CS)

Stoltman, Joseph P.
Geography Education for Citizenship.
ED 322 081 (SO)

Summerfield, Liane
Adolescents and AIDS. ERIC Digest.
ED 319 742 (SP)

Suydam, Marilyn N.
Curriculum and Evaluation Standards for Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1, 1990.
ED 319 630 (SE)
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Mathematics. ERIC/SMEAC Mathematics Education Digest No. 1.
ED 321 973 (SE)

Terdy, Dennis
English Language Literacy and Other Requirements of the Amnesty Program. ERIC Q&A.
ED 321 616 (FL)

Thar, Robert
International Literacy Year. ERIC Digest.
ED 321 620 (FL)

Thelin, John R.
The Old College Try. Balancing Academics and Athletics in Higher Education. ASHE-ERIC Higher Education Report No. 4, 1989.
ED 317 103 (HE)
The Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.
ED 317 102 (HE)

Thompson, David C.
Achievement of Equity in Capital Outlay Financing: A Policy Analysis for the States.
ED 314 224 (RC)

Thompson, Rosemary
Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss. Highlights: An ERIC/CAPS Digest.
ED 315 708 (CG)
Suicide and Sudden Loss: Crisis Management in the Schools. Highlights: An ERIC/CAPS Digest.
ED 315 700 (CG)

Tolan, Stephanie
Helping Your Highly Gifted Child. ERIC Digest #E477.
ED 321 482 (EC)

Tomlinson, Louise M.
Postsecondary Developmental Programs: A Traditional Agenda with New Imperatives. ASHE-ERIC Higher Education Report 3, 1989.
ED 316 076 (HE)
Postsecondary Developmental Programs. A Traditional Agenda with New Imperatives. ERIC Digest.
ED 317 101 (HE)

Torrance, E. Paul
Fostering Academic Creativity in Gifted Students. ERIC Digest #E484.
ED 321 489 (EC)

Tudge, Jonathan
Cooperative Problem-Solving in the Classroom.
ED 310 881 (PS)

Valdivieso, Rafael
Demographic Trends of the Mexican-American Population: Implications for Schools. ERIC Digest.
ED 321 961 (RC)

VanTassel-Baska, Joyce, Ed.
A Practical Guide to Counseling the Gifted in a School Setting. Second Edition.
ED 321 512 (EC)

Vaughn, B. J.
Access Points to ERIC: An Update. ERIC Digest.
ED 310 780 (IR)

Venn, John
Students with Physical Disabilities and Health Impairments. Revised. ERIC Digest #459.
ED 314 915 (EC)

Vultaggio, Barbara
Writing Exercises for High School Students. Teaching Resources in the ERIC Database (TRIED) Series.
ED 315 792 (CS)

Wagner, Betty Jane
Whole Language: Integrating the Language Arts–and Much More. ERIC Digest.
ED 313 675 (CS)

Wagner, Judith O.
Locating Vocational Education Curricula. ERIC Digest No. 97.
ED 318 915 (CE)

Walker, Albert
Public Relations Bibliography 1986-1987.
ED 320 180 (CS)

Ware, Cindy
Discovering Interests and Talents through Summer Experiences. ERIC Digest #E491.
ED 321 496 (EC)

Warren, Charles R.
Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest No. 3, 1988.
ED 319 628 (SE)
Recent Developments in College Science Programs and Courses. ERIC/SMEAC Science Education Digest No. 4.
ED 320 758 (SE)
Resources for Educational Materials Related to Science Education, K-12. ERIC/SMEAC Science Education Digest No. 3.
ED 321 972 (SE)

Washington, Valora
Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
ED 316 075 (HE)
Affirmative Rhetoric, Negative Action. African-American and Hispanic Faculty at Predominantly White Institutions. ERIC Digest.
ED 317 100 (HE)

Watson, Betty Collier
High-Risk Students and Higher Education: Future Trends. ASHE-ERIC Higher Education Report No. 3.
ED 321 726 (HE)

Weinstein-Shr, Gail
Family and Intergenerational Literacy in Multilingual Families. NCLE Q & A.
ED 321 624 (FL)

Weller, Carolyn R., Ed.
ERIC Clearinghouse Publications, 1989. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1989.
ED 321 774 (IR)

Wells, Amy Stuart
Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.
ED 316 616 (UD)
Middle School Education–The Critical Link in Dropout Prevention. ERIC/CUE Digest No. 56.
ED 311 148 (UD)
Public School Choice: Issues and Concerns for Urban Educators. ERIC/CUE Digest No. 63.
ED 322 275 (UD)
Trends and Issues in Urban and Minority Education, 1989. Promoting the Achievement of At-Risk Students. Trends and Issues No. 13.
ED 315 484 (UD)
Urban Teacher Recruitment Programs. ERIC/CUE Digest Number 43.
ED 312 318 (UD)

Wilcox, Sherman
Foreign Language Requirement? Why Not American Sign Language? ERIC Digests
ED 309 651 (FL)

Williams, Dana Nicole
Correctional Education and the Community College. ERIC Digest.
ED 321 835 (JC)

Williams, Paul L.
Using Customized Standardized Tests. ERIC Digest.
ED 314 429 (TM)

Wiseman, Lawrence L.
The Old College Try. Balancing Academics and Athletics in Higher Education. ASHE-ERIC Higher Education Report No. 4, 1989.
ED 317 103 (HE)
The Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.
ED 317 102 (HE)

Wolfe, Marcie
Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.
ED 315 665 (CE)

Wolfram, Walt
Incorporating Dialect Study into the Language Arts Class. ERIC Digest.
ED 318 231 (FL)

Woodroof, Robert H., Ed.
The Viability of the Private Junior College. New Directions for Community Colleges, Number 69.
ED 320 649 (JC)

Zugner, Lisa Crooks, Ed.
Learning Technology Resource Guide.
ED 321 767 (IR)

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Institution Index

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
Closed Captioned Television for Adult LEP Literacy Learners. ERIC Digest.
ED 321 623 (FL)
English Language Literacy and Other Requirements of the Amnesty Program. ERIC Q&A.
ED 321 616 (FL)
Family and Intergenerational Literacy in Multilingual Families. NCLE Q & A.
ED 321 624 (FL)
The Freirean Approach to Adult Literacy Education. NCLE Q&A.
ED 321 615 (FL)
International Literacy Year. ERIC Digest.
ED 321 620 (FL)
Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
ED 317 096 (FL)
Recruiting and Retaining Language Minority Students in Adult Literacy Programs. ERIC Digest.
ED 321 621 (FL)
Talking Adult ESL Students into Writing: Building on Oral Fluency To Promote Literacy. ERIC Digest.
ED 321 622 (FL)
Using Newspapers in the ESL Literacy Classroom. ERIC Digest.
ED 321 619 (FL)

American Association for Counseling and Development, Alexandria, VA.
The Challenge of Counseling in Middle Schools.
ED 321 161 (CG)

American Association of Colleges for Teacher Education, Washington, D.C.
Collaboration: Building Common Agendas. Teacher Education Monograph No. 10.
ED 320 890 (SP)
Teaching and Teacher Education. 1988 AERA Division K Abstracts.
ED 316 549 (SP)
Teaching and Teacher Education: 1989 AERA Division K Abstracts (1989).
ED 316 550 (SP)

American Association of Univ. Administrators, Washington, D.C.
Power: An Administrator's Guide along the Corridors of Arrogance.
ED 321 723 (HE)

American Institutes for Research, Washington, DC.
Communicating Scholastic Success. ERIC Digest.
ED 315 424 (TM)
Computerized Adaptive Tests. ERIC Digest No. 107.
ED 315 425 (TM)
Constructing Classroom Achievement Tests. ERIC Digest.
ED 315 426 (TM)
Evaluating Workshops and Institutes. ERIC Digest.
ED 315 427 (TM)
Finding Non-Commercial Tests. ERIC Digest No. 110.
ED 315 428 (TM)
Five Common Misuses of Tests. ERIC Digest No. 108.
ED 315 429 (TM)
The GED Testing Program. ERIC Digest.
ED 314 430 (TM)
A Glossary of Measurement Terms. ERIC Digest.
ED 315 430 (TM)
Improving Teacher Evaluations. ERIC Digest No. 111.
ED 315 431 (TM)
Integrating Testing with Teaching. ERIC Digest.
ED 315 432 (TM)
Interpreting Test Scores for Compensatory Education Students. ERIC Digest.
ED 314 428 (TM)
Legal Issues in Testing.
ED 320 964 (TM)
Preparing Students To Take Standardized Achievement Tests. ERIC Digest.
ED 314 427 (TM)
State Testing of Teachers: The 1989 Report. ERIC Digest.
ED 315 433 (TM)
Talking to Your Child's Teacher about Standardized Tests. ERIC Digest No. 106.
ED 315 434 (TM)
Talking to Your High School Students about Standardized Tests. ERIC Digest No. 105.
ED 315 435 (TM)
Understanding Achievement Tests: A Guide for School Administrators.
ED 314 426 (TM)
Using Customized Standardized Tests. ERIC Digest.
ED 314 429 (TM)

American School Counselor Association. Alexandria, VA.
Elementary School Counseling in a Changing World.
ED 315 684 (CG)

Association for the Study of Higher Education.
Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
ED 316 075 (HE)
The Campus Green: Fund Raising in Higher Education. ASHE-ERIC Higher Education Report 1.
ED 321 706 (HE)
The Campus Green: Fund Raising in Higher Education. ERIC Digest.
ED 321 705 (HE)
The Challenge of Diversity. Involvement or Alienation in the Academy? ASHE-ERIC Higher Education Report No. 5, 1989.
ED 314 987 (HE)
The Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
ED 317 145 (HE)
The Emeritus Professor: Old Rank, New Meaning. ASHE/ERIC Higher Education Report No. 2.
ED 321 725 (HE)
The Emeritus Professor: Old Rank, New Meaning. ERIC Digest.
ED 321 724 (HE)
High-Risk Students and Higher Education: Future Trends. ASHE-ERIC Higher Education Report No. 3.
ED 321 726 (HE)
Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
ED 316 074 (HE)
The Old College Try. Balancing Academics and Athletics in Higher Education. ASHE-ERIC Higher Education Report No. 4, 1989.
ED 317 103 (HE)
Postsecondary Developmental Programs: A Traditional Agenda with New Imperatives. ASHE-ERIC Higher Education Report 3, 1989.
ED 316 076 (HE)
Renewing Civic Capacity: Preparing College Students for Service and Citizenship. ASHE-ERIC Higher Education Report 8.
ED 320 524 (HE)

Renewing Civic Capacity: Preparing College Students for Service and Citizenship. ERIC Digest.
ED 321 704 (HE)
The Student as Commuter: Developing a Comprehensive Institutional Response. ASHE-ERIC Report No. 7.
ED 319 298 (HE)
Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.
ED 317 121 (HE)
Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement. ERIC Digest.
ED 317 146 (HE)

Buros Inst. of Mental Measurement, Lincoln, NE.
Understanding Achievement Tests: A Guide for School Administrators.
ED 314 426 (TM)

Center for Applied Linguistics, Washington, D.C.
English Language Literacy and Other Requirements of the Amnesty Program. ERIC Q&A.
ED 321 616 (FL)
The Freirean Approach to Adult Literacy Education. NCLE Q&A.
ED 321 615 (FL)
Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
ED 317 096 (FL)
Pigeon-Birds and Rhyming Words: The Role of Parents in Language Learning. Language in Education: Theory and Practice.
ED 321 559 (FL)

Children's Defense Fund, Washington, D.C.
Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62.
ED 319 877 (UD)

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
The Role of Parent Involvement in Children's Academic Achievement: A Review of the Literature. Trends and Issues No. 14.
ED 322 285 (UD)
Teaching Mathematics with Understanding to Limited English Proficient Students. Urban Diversity Series No. 101.
ED 322 284 (UD)
Testing Students in Urban Schools: Current Problems and New Directions. Urban Diversity Series No. 100.
ED 322 283 (UD)

Council for Advancement and Support of Education, Washington, D.C.
The Campus Green: Fund Raising in Higher Education. ASHE-ERIC Higher Education Report 1.
ED 321 706 (HE)

Council for Exceptional Children, Reston, Va.
Career Planning for Gifted and Talented Youth. ERIC Digest #E492.
ED 321 497 (EC)
Children with Communication Disorders. ERIC Digest #E470 (Revised #419).
ED 321 504 (EC)
College Planning for Gifted and Talented Youth. ERIC Digest #E490.
ED 321 495 (EC)
Curriculum-Based Assessment and Curriculum-Based Management. Super Search Reprint No. C576.
ED 321 508 (EC)
Developing Leadership in Gifted Youth. ERIC Digest #E485.
ED 321 490 (EC)
Discovering Interests and Talents through Summer Experiences. ERIC Digest #E491.
ED 321 496 (EC)
Discovering Mathematical Talent. ERIC Digest #E482.
ED 321 487 (EC)
Early Intervention for Infants and Toddlers: A Team Effort. ERIC Digest #461.
ED 313 867 (EC)
Efficacy of P.L. 94-142 and the Implementation of the LRE Concept. Computer Search Reprint No. C579.
ED 321 509 (EC)
Extended School Year (ESY). ERIC Digest #E471.
ED 321 503 (EC)
Fostering Academic Creativity in Gifted Students. ERIC Digest #E484.
ED 321 489 (EC)
Fostering the Postsecondary Aspirations of Gifted Urban Minority Students. ERIC Digest #E493.
ED 321 498 (EC)
Gifted but Learning Disabled: A Puzzling Paradox. ERIC Digest #E479.
ED 321 484 (EC)
Giftedness and the Gifted: What's It All About? ERIC Digest #E476.
ED 321 481 (EC)
Gifted Students: Flyer File.
ED 321 480 (EC)
Guiding the Gifted Reader. ERIC Digest #E481.
ED 321 486 (EC)
Helping Adolescents Adjust to Giftedness. ERIC Digest #E489.
ED 321 494 (EC)
Helping Gifted Students with Stress Management. ERIC Digest #E488.
ED 321 493 (EC)
Helping Your Highly Gifted Child. ERIC Digest #E477.
ED 321 482 (EC)
Integrating Students with Severe Disabilities. ERIC Digest #E468.
ED 321 501 (EC)
Life Skills Mastery for Students with Special Needs. ERIC Digest #E469.
ED 321 502 (EC)
Meeting the Needs of Gifted and Talented Minority Language Students. ERIC Digest #E480.
ED 321 485 (EC)
Mentor Relationships and Gifted Learners. ERIC Digest #E486.
ED 321 491 (EC)
Nurturing Giftedness in Young Children. ERIC Digest #E487.
ED 321 492 (EC)
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How to "Read" Television: Teaching Students to View TV Critically. ERIC Digest.
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The Impact of Educational Reform on Science Education. ERIC/SMEAC Science Education Digest, No. 4.
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The Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research. ERIC Digest.
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ED 319 046 (CS)
Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
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Learning Technology Resource Guide.
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Library and Information Services for Democracy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib.
ED 319 414 (IR)
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ED 320 572 (IR)
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Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62.
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Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
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Making Education Work for Mexican-Americans: Promising Community Practices. ERIC Digest.
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Making Schools More Responsive to At-Risk Students. ERIC/CUE Digest No. 60.
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Managing the Incompetent Teacher. Second Edition.
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Managing Your Professional Development: A Guide for Part-Time Teachers of Adults. ERIC Digest.
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The Nature of Professional Development Schools. ERIC Digest 4-89.
ED 316 548 (SP)
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The New Work Force. Trends and Issues Alerts.
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The Old College Try. Balancing Academics and Athletics in Higher Education. ASHE-ERIC Higher Education Report No. 4, 1989.
ED 317 103 (HE)

The Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.
ED 317 102 (HE)

Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. ERIC Digest.
ED 321 587 (FL)

Organizing Institutional Research in the Community College. ERIC Digest.
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ED 316 838 (CS)

Parent Education and Support Programs. ERIC Digests.
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Parent Involvement in the Educational Process. ERIC Digest Series Number EA 43.
ED 312 776 (EA)

Peer Support and Cooperative Learning for Accommodating Student Variance. Super Search Report, No. C575.
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Personal Computers Help Gifted Students Work Smart. ERIC Digest #E483.
ED 321 488 (EC)

Perspectives on Student Development. New Directions for Community Colleges, Number 67.
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Pigeon-Birds and Rhyming Words: The Role of Parents in Language Learning. Language in Education: Theory and Practice.
ED 321 559 (FL)

The Politics of Technology Utilization: From Microcomputers to Distance Learning. Trends & Issues Series, Number 3. A Series of Papers Highlighting Recent Developments in Research and Practice in Educational Management.
ED 318 132 (EA)

Postsecondary Developmental Programs: A Traditional Agenda with New Imperatives. ASHE-ERIC Higher Education Report 3, 1989.
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Postsecondary Developmental Programs. A Traditional Agenda with New Imperatives. ERIC Digest.
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ED 312 854 (EC)

Preparation of Principals. Best of ERIC on Educational Management, Number 98.
ED 312 747 (EA)

Preparing Students To Take Standardized Achievement Tests. ERIC Digest.
ED 314 427 (TM)

Prereferral Interventions for Students with Learning and Behavior Problems. Super Search Reprint No. C574.
ED 321 506 (EC)

Preventive Discipline and Behavior Management Practices. Super Search Reprint No. 572.
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Procedures To Increase the Entry of Women in Science-Related Careers. ERIC/SMEAC Science Education Digest No. 1.
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Public Relations Bibliography 1986-1987.
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Public School Choice: Issues and Concerns for Urban Educators. ERIC/CUE Digest No. 63.
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Racism in America's Schools. ERIC Digest Series, Number EA 49.
ED 320 196 (EA)

Reading Between the Lines: Teachers and Their Racial/Ethnic Cultures. Teacher Education Monograph No. 11.
ED 322 148 (SP)

Readings about Children and Youth with Learning Disabilities. ERIC MiniBib #E465.
ED 319 179 (EC)

Readings and Resources for Parents and Teachers of Gifted Children. ERIC Digest #E495.
ED 321 500 (EC)

Recent Developments in College Level Environmental Studies Courses and Programs. ERIC/SMEAC Environmental Education Digest No. 2, 1988.
ED 319 629 (SE)

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ED 316 837 (CS)

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Resources for Educational Materials Related to Environmental Education, K-12. ERIC/SMEAC Environmental Education Digest No. 4.
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The Right To Read: Censorship in the School Library. ERIC Digest.
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The Role of Business in the Schools. The Best of ERIC on Educational Management Number 102.
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The Role of Calculus in College Mathematics. ERIC/SMEAC Mathematics Education Digest No. 1.
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The Role of Parent Involvement in Children's Academic Achievement: A Review of the Literature. Trends and Issues No. 14.
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Schema Activation, Construction, and Application. ERIC Digest.
ED 312 611 (CS)

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ED 312 746 (EA)

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School Leadership: Handbook for Excellence. Second Edition.
ED 309 504 (EA)

Schools and Civic Values. ERIC Trends/Issues Paper No. 2.
ED 313 270 (SO)

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ED 321 343 (EA)

School-to-Work Transition for At-Risk Youth. Information Series No. 339.
ED 315 666 (CE)

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Simulated Oral Proficiency Interviews. ERIC Digest.
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Small Schools: An International Overview. ERIC Digest.
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Teaching Mathematics with Understanding to Limited English Proficient Students. Urban Diversity Series No. 101.
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Testing Literature: The Current State of Affairs. ERIC Digest.
ED 321 261 (CS)
Testing Students in Urban Schools: Current Problems and New Directions. Urban Diversity Series No. 100.
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Youth Suicide: What the Educator Should Know. A Special Educator's Perspective.
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101 Ideas to Help Your Child Learn To Read and Write.
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The 1979 and 1991 White House Conferences on Library and Information Services. Bibliography.
ED 320 608 (IR)

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Assessing the Language Difficulties of Hispanic Bilingual Students. Abstract 23: Research & Resources on Special Education.
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ED 312 869 (EC)
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ED 313 270 (SO)

Speech Communication Association, Annandale, Va.

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ED 321 335 (CS)

Spencer Foundation, Chicago, Ill.

Family Day Care: Discrepancies between Intended and Observed Caregiving Practices.
ED 321 912 (PS)

Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.

Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
ED 316 074 (HE)

Wisconsin Center for Education Research, Madison.

Teaching Mathematics with Understanding to Limited English Proficient Students. Urban Diversity Series No. 101.
ED 322 284 (UD)

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ERIC CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Adult, Career, and Vocational Education* (CE)
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4353;
(800) 848-4815 Fax: (614) 292-1260

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth).

ERIC Clearinghouse on *Counseling and Personnel Services* (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492 Fax: (313) 747-2425

Preparation, practice, and supervision of counselors at all educational levels and in all settings. Theoretical development of counseling and guidance, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work.

ERIC Clearinghouse on *Educational Management* (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 346-5043 Fax: (503) 346-5890

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

ERIC Clearinghouse on *Elementary and Early Childhood Education* (PS)
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386 Fax: (217) 244-4572

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community services for children.

ERIC Clearinghouse on *Handicapped and Gifted Children* (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 620-3660 Fax: (703) 264-9494

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

ERIC Clearinghouse on *Higher Education* (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597 Fax: (202) 296-8379

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.) and professional continuing education.

ERIC Clearinghouse on *Information Resources* (IR)
Syracuse University
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340
Telephone: (315) 443-3640 Fax: (315) 443-5732

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

ERIC Clearinghouse for *Junior Colleges* (JC)
University of California at Los Angeles (UCLA)
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (213) 825-3931 Fax: (213) 206-8095

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on *Languages and Linguistics* (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9551 Fax: (202) 429-9766

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics.

ERIC Clearinghouse on *Reading and Communication Skills* (CS)
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47408-2698
Telephone: (812) 855-5847 Fax: (812) 855-7901

Reading and writing, English (as a first language), and communications skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on *Rural Education and Small Schools* (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: (800) 624-9120 (Outside WV)
(800) 344-6646 (In WV) Fax: (304) 347-0487

Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools or districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

ERIC Clearinghouse for *Science, Mathematics, and Environmental Education* (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717 Fax: (614) 292-0263

Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for *Social Studies/Social Science Education* (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: (812) 855-3838 Fax: (812) 855-7901

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics. Also covered are music, art, and architecture as related to the fine arts.

ERIC Clearinghouse on *Teacher Education* (SP)
American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-2412
Telephone: (202) 293-2450 Fax: (202) 457-8095

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreation, and dance education.

ERIC Clearinghouse on *Tests, Measurement, and Evaluation* (TM)
American Institutes for Research (AIR)
Washington Research Center
3333 K St., N.W.
Washington, DC 20007-3541
Telephone: (202) 342-5060 Fax: (202) 342-5033

All aspects of tests and other measurement devices. The design and methodology of research, measurement, and evaluation. The evaluation of programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in educational projects and programs.

ERIC Clearinghouse on *Urban Education* (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433 Fax: (212) 678-4048

The educational characteristics and experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention to factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

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U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Ave., N.W.
Washington, D.C. 20208-5720
Telephone: (202) 219-2289 Fax: (202) 219-1817

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